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ABSTRACT

Literature concerned with the implementation of programs designed to mainstream handicapped children into regular classroom activities, as mandated by Public Law 94-142, is presented in the form of an annotated bibliography. (LH)

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Clearinghouse on Teacher Education

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A Selected Annotated Bibliography on PL 94-142: Practical Programs for the Classroom

Bibliographies on Educational TopicS

13

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A SELECTED ANNOTATED BIBLIOGRAPHY ON PL 94-142:

PRACTICAL PROGRAMS FOR THE CLASSROOM

Bibliographies on Educational Topics No. 13

ERIC Clearinghouse on Teacher Education
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Teachers Talk: PL 94-142 Reaches the Classroom. February 1978. ED 150 121.

Teachers Prepare For Regular Class Placement of Handicapped Students. Briefly On... Regular Class Placement. No. 2. Occasional Paper, 1978. ED 170 292.

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FOREWORD

The Clearinghouse would like to acknowledge the contributions of the following persons who helped in the selection of citations for this bibliography: Dr. Julian Stein, director, Programs for the Handicapped, American Alliance for Health, Physical Education, and Recreation; Ms. Diane Merchant, assistant director, Project on Personnel Preparation and Education of the Handicapped, American Association of Colleges for Teacher Educaton; and Michael J. Butler, assistant director, ERIC Clearinghouse on Teacher Education. Thanks also go to Ms. Merchant for writing the introduction.

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Sharon G. Boardman
Editor, ERIC Clearinghouse
on Teacher Education

INTRODUCTION

Several years ago, one might have attended a conference for professionals on education for the handicapped expecting to gain a greater understanding of the federal laws on the topic (PL 94-142 and Section 504 (g) of the 1973 Rehabilitation Act) and their requirements for one's particular role within the profession. The initial focus of the discussion might have been to determine the line between what one was legally responsible for doing to educate handicapped persons and what one did not have to do in order to comply with the laws.

Discussions have evolved so that now the questions tend to be away from what is required and toward what are the best ways of providing that education. As increasing numbers of handicapped children are being educated in regular school settings, increasing numbers of professionals are asking for practical solutions to the problems they face in the classroom.

This document was developed by the ERIC Clearinghouse on Teacher Education to more widely disseminate information in the literature about techniques, materials, and systems for educating handicapped students in mainstreamed settings.

The document abstracts in this bibliography were selected from all those entered since 1976 into the ERIC data base and indexed under the subject terms "PL 94-142," "Mainstreaming," and "Education for All Handicapped Children Act." Much more information can be obtained through ERIC and elsewhere on the laws themselves, as much has been written about the impact of mainstreaming on the public schools, in general, and about certain well-known features of the law, such as individualized eductional plans (IEPs). Most of these kinds of articles do not appear in this publication. We have tried to select documents for their practical value in assisting educators to perform their particular roles. The documents chosen for this bibliography provide practical suggestions for administrators as well as for teachers. Administrators may be especially interested in articles that describe whole or partial systems of service delivery, such as ways to use ancillary personnel. There are suggestions on the decision-making process for placing and maintaining handicapped children in the regular classroom. Also included are ideas on establishing relationships with parents, which should be of interest to both administrators and teachers. Teacher educators, specifically those responsible for inservice education, will find documents on that topic included as well.

Some of the citations relate to educating segments of the handicapped population that have received less attention than others. These include both handicapped students at the secondary level and students who are severely handicapped. A number of documents provide ideas for working with persons with particular disabilities, such as mental retardation, learning disabilities, visual impairment, and hearing impairment. In some cases, entire series of publications on a particular area are cited, such as the series on education for handicapped preschoolers and the series on vocational education for handicapped students. As evidence that handicapped students are being mainstreamed into most areas of the regular curriculum, there are articles that provide suggestions for educating handicapped students in specific content areas, such as music, media, home economics, industrial arts, journalism, and acquatics.

It is hoped that this listing will assist in sharing ideas across the profession as educators proceed in providing an appropriate education for all learners.

Diane Merchant
Assistant Director
Project on Personnel Preparation and Education of the Handicapped
American Association of Colleges for Teacher Education

EJ203930 SP508217
Integrating the Disabled into Aquatics Programs.
Priest, Louise
Journal of Physical Education and Recreation, v50 n2 p57,59 Feb 1979 Feb79
Reprint: UMI
Language: ENGLISH
Methods for integrating disabled and nondisabled students in an aquatics program are outlined. (JMF)

EJ203168 EC114693
A Bypass Program of Supportive Instruction for Secondary Students with Learning Disabilities.
Mosby, Robert J.
Journal of Learning Disabilities, v12 n3 p187-90 Mar 1979 Mar79
Language: ENGLISH
The developmental bypass teaching technique (which provides students an opportunity to bypass their learning deficits) was studied with regard to social studies achievement and classroom behaviors in 50 learning disabled junior high school students. (Author/PHR)

EJ200648 UD506957
Accommodating Learning Disabilities: Creating the Least Restrictive Environment.
Lockwood, Ann Vevier
Illinois Schools Journal, v58 n4 p33-36 Win 1978-79 78
Reprint: UMI
Language: ENGLISH
Presented in this article are various strategies for integrating learning disabled children into academic programs. Suggestions are made in the areas of mathematics, classroom environment, social studies, and science. (EB)

EJ199630 EC114434
Successful Secondary School Strategies for Exceptional Youth: A Conversation with Ernest A. Gotts and Katherine E. Hargrove.
Hawkins-Shepard, Charlotte
Education and Training of the Mentally Retarded, v14 n1 p34-38 Feb 1979 Feb79
Language: ENGLISH
An interview with university professor E. Gotts and regular education teacher K. Hargrove focuses on mainstreaming mildly handicapped students at the secondary level. (CL)

EJ199606 EC113777
In-Service Preparation for Mainstreaming. A Continuum of Strategies for Instructional Planning (IEP) Teams.
Skindrud, Karl; And Others
Teacher Education and Special Education, v2 n1 p41-52 Fall 1978 78
Language: ENGLISH
An in-service model for mainstreaming mildly handicapped children is described which combines competitive, accommodative, and problem solving approaches. (CL)

EJ199160 AA529550
Cross-Age (Exceptionality) Peer Tutoring Programs: Have You Tried One?
Lindsey, Jimmy D.; Watts, Elaine H.
Clearing House, v52 n8 p366-68 Apr 1979 Apr79
Reprint: UMI
Language: ENGLISH
Tutoring's academic and emotional benefits for exceptional students are outlined. This is suggested as a method for secondary schools to meet the Least Restrictive Environment (LRE) and Individual Education Plan (IEP) provisions of PL 94-142. (SJL)

EJ198390 PS507440
Something To Sing About.
Gainer, Ruth Straus; Kukuk, Eoline
Childhood Education, v55 n3 p141-47 Jan 1979 Jan79
Reprint: UMI
Language: ENGLISH
Describes an elementary school art program involving mainstreaming, with a framework which emphasizes the development of a positive self-concept in all children. (CM)

EJ197924 EA511023
Public Law 94-142 and the Building Principal.
Rebore, Ronald W.
NASSP Bulletin, v63 n426 p26-30 Apr 1979 Apr79
Reprint: UMI
Language: ENGLISH
Ways to establish a frame of reference from which a principal may conceptualize and begin to implement Public Law 94-142. (Author/MLF)

EJ197552 CG515872
Consulting with Teachers of Handicapped Children in the Mainstream.
Westling, David L.; Joiner, M. Douglas
Elementary School Guidance and Counseling, v13 n3 p207-13 Feb 1979 Feb79
Reprint: UMI
Language: ENGLISH
Suggests useful approaches for school counselors to use when consulting with teachers who are attempting to create least restrictive environments for handicapped children. (Author)

EJ197549 CG515869
The Comprehensive Evaluation for Handicapped Children.
Hatch, Eric J.; And Others
Elementary School Guidance and Counseling, v13 n3 p171-87 Feb 1979 Feb79
Reprint: UMI
Language: ENGLISH
Since the passage of PL 94-142, it is especially important for counselors to know evaluation methods. This article presents a description of the usual sequence of a total assessment followed by a brief description of the role of each of the team members. A more technical overview of comprehensive diagnostic or prescriptive methods for the exceptional child is then provided. (Author)

EJ197199 SP507789
Books Can Introduce Your Class to the Mainstreamed Child.
Putnam, Rosemary W.
Learning, v7 n2 p118-20 Oct 1978 Oct78
Reprint: UMI
Language: ENGLISH
A list of books dealing with handicapped children is provided for reading by children in a regular classroom to help them understand and accept their handicapped peers. (JD)

EJ197197 SP507787
There's a Deaf Child in My Class.
Culhan, Barry R.; Curwin, Richard
Learning, v7 n2 p111-17 Oct 1978 Oct78
Reprint: UMI
Language: ENGLISH
Specific suggestions are made to help a teacher communicate successfully with a deaf child. (JD)

EJ197196 SP507786
Orienting the Blind Student.
Olson, Myrna R.
Learning, v7 n2 p110-11 Oct 1978 Oct78
Reprint: UMI
Language: ENGLISH
Guidelines are provided for the teacher who has a blind student in the class. (JD)

EJ196496 IR506326
A System Approach for Delivering Supplemental Instruction to Handicapped Children.
Maher, Charles A.
Educational Technology, v18 n12 p25-29 Dec 1978 Dec78
Reprint: UMI
Language: ENGLISH
Describes a systematic approach for designing, delivering, and evaluating individual remedial instructional services for handicapped students within the public school setting. Supplemental instruction is defined as remedial instructional programing that is provided for a pupil in addition to regular or special classroom instruction. (RAO)

EJ196126 EA510830
The Principal and the Special Education Hearing.
Shrybman, James; Matsoukas, George
National Elementary Principal, v58 n1 p30-33 Oct 1978 Oct78
Reprint: UMI
Language: ENGLISH
Along with the basic issues involved in due process hearings, the authors discuss the mechanics of a hearing, how to present the school's position effectively, the question of the adequacy and appropriateness of the educational program proposed, and when the school should initiate a special education hearing. (Author/IRT)

EJ195374 CE508175
Tailor-Made Classes.
Schreirer, Barbara A.
Florida Vocational Journal, v4 n2 p26-28 Oct 1978 Oct78
Language: ENGLISH
Adapted teaching materials and procedures were developed at Florida State University to help visually handicapped students in the public schools participate in a mainstreamed home economics class. (MF)

EJ195667 CE508168
Typing for the Handicapped: Methods and Materials.
Ober, Scot; Heller, Jack
Business Education World, v59 n1 p3-5 Sep-Oct 1978 78
Reprint: UMI
Language: ENGLISH
Stating that mainstreaming is particularly appropriate for a typing class, the authors describe some materials, devices, and methods for teaching handicapped students how to type. They also offer grading and career guidance suggestions. (MF)

EJ194210 EC112584
A Secondary School Resource Room Makes Mainstreaming Work.
Swart, Richard
Teaching Exceptional Children, v11 n2 p77-79 Win 1979 79
Language: ENGLISH
The author describes a resource room program to help junior-senior educable mentally retarded students in a modified open classroom designed to facilitate learner involvement on an individualized basis and to emphasize affective growth. (SBH)

EJ194151 EC112374
Teaching Regular Class Material to Special Education Students.
Breuning, Stephen E.; Regan, John T.
Exceptional Children, v45 n3 p180-87 Nov 1978 Nov78
Language: ENGLISH
Instructional academic material from regular class course offerings was used with 125 high school special education students. (Author/CL)

EJ193648 CE508134
Life Skills Orientation for EMR Students.
Yuill, Ronald D.; Bennett, Maddona
School Shop, v38 n3 p35,37 Nov 1978 Nov78
Reprint: UMI
Language: ENGLISH
After trying several methods of mainstreaming their educable mentally retarded (EMR) students, the authors, teachers at Tippecanoe Junior High, Lafayette, Indiana, developed a system for their EMR students to make and market products in various school stores, thus exposing the students to many life survival skills. (MF)

EJ193621 CE508107
Making Inservice for Special Needs Work for Vo-Ed Teachers.
Jensen, Richard N.; Schaefer, Carl J.
School Shop, v38 n1 p35-36 Sep 1978 Sep78
Reprint: UMI
Language: ENGLISH
Guidelines for structuring successful inservice programs to train vocational teachers for working with special needs students include involving the teachers in planning the program, specific course content, scheduling times, and needs assessment, and utilizing presenters whose experiences match the need. (MF)

EJ193601 CE508087
A Career Accessibility Model for Special Needs Individuals.
Post, John D., Jr.; Petzy, Victor J.
Career Education Quarterly, v2 n4 p6-14 Fall 1977 77
Reprint: UMI
Language: ENGLISH
The article describes a career accessibility model research project to develop a job experience and placement program for educable mentally retarded secondary students. Pilot tests are being conducted in six schools involving ten businesses to provide increased educational and work experience for the handicapped. (MF)

EJ193342 SP507588
Individual Competencies Needed to Implement P.L. 94-142.
Haisley, Fay B.; Gilberts, Robert D.
Journal of Teacher Education, v29 n6 p30-33 Nov-Dec 1978 78
Language: ENGLISH
A checklist of teacher competencies that should be acquired for successfully teaching handicapped students is presented. (JD)

EJ193311 SO506852
Classroom Utilization of Ancillary Personnel: Delivery Systems for Mainstreaming in Elementary Social Studies.
Rockoff, Edward
Social Education, v43 n1 p67-68 Jan 1979 Jan79
Reprint: UMI
Language: ENGLISH
Proposes in-service training on the utilization of ancillary personnel (special education teacher, school nurse, hearing and speech clinician, guidance counselor) in assisting the social studies teacher with the mainstreamed student. Outlines how ancillary personnel may aid in preparing students for entrance into the regular classroom, developing curriculum, teaching and evaluation, and providing continuing assistance. (KC)

EJ193310 SO506851
Prescriptive Teaching: Delivery Systems for Mainstreaming in Elementary Social Studies.
Sanford, Howard G.
Social Education, v43 n1 p64-67 Jan 1979 Jan79
Reprint: UMI
Language: ENGLISH
Outlines basic components of a prescriptive teaching program: assessment, curricular objectives, and individualized instruction. Notes the implications that each of these components has for the handicapped student in a mainstreaming environment. Two charts illustrate criteria involved in prescriptive teaching or individualized instruction. (KC)

EJ192953 RC503114
Mainstreaming Eight Types of Exceptionalities.
Powell, Jack V.
Education, v99 n1 p55-58 Fall 1978 78
Reprint: UMI
Language: ENGLISH
Presenting provisions for mainstreaming eight types of exceptionalities, this article includes a chart which provides suggestions regarding physical surroundings, instructional activities, materials, teaching strategies, and meeting emotional/social needs for the following: educable mentally retarded; speech disabilities; behavioral disabilities; cripple/health impaired; general learning disabilities; hearing; visual; and gifted. (JC)

EJ192176 CS712659
New Responsibility: Tending to Needs of the Handicapped.
Patrick, W. Lawrence
Journalism Educator, v33 n1 p18-19 Apr 1978 Apr78
Language: ENGLISH
Considers the changes and responsibilities that administrators and instructors in journalism departments must face because of federal regulations designed to assist students with special needs. (PL)

EJ190622 EC111337
The Importance of Precision Teaching in the Education of Visually Impaired Students Being Mainstreamed into Public Schools: Part I.
Mangold, Sally
Education of the Visually Handicapped, v10 n1 p1-9 Spr 1978 78
Language: ENGLISH
The article describes basic components of the technique of precision teaching of visually impaired students being mainstreamed into public schools, and its use in individual assessment and curriculum decision making.

EJ190329 CS708387
Selecting a Reading Approach for the Mainstreamed Child.
Cohen, Sandra B.; Plaskon, Stephen P.
Language Arts, v55 n8 p966-70 Nov-Dec 1978 78
Reprint: UMI
Language: ENGLISH
Describes the learning characteristics of educable mentally retarded children and points out advantages and disadvantages of various approaches to teaching them to read. (DD)

EJ189975 CE508009
Industrial Arts--An Education for the Visually Impaired.
Miller, Patrick W.
Man/Society/Technology, v38 n1 p8-11 Sep-Oct 1978 78
Reprint: UMI
Language: ENGLISH
In connection with the provisions of Public Law 94-142, Education for All Handicapped Children Act of 1975, the article offers some considerations for teaching the visually handicapped, with implications for industrial arts. Only minor changes need be made for mainstreaming these students; the teacher's attitude is a vital factor. (MF)

EJ188749 EC111108
Training and Managing Paraprofessionals as Tutors and Notetakers for Mainstreamed Deaf Students
Osguthorpe, Russell T.; And Others
American Annals of the Deaf, 123, 5, 563-71 Aug 78
Reprint Available (See p. vii): UMI
Language: English
Effective training and management techniques for the implementation of paraprofessional support systems for mainstreamed deaf students are demonstrated at the National Technical Institute for the Deaf (NTID). (PHR)

EJ188724 EC110536
Increasing Initial Interactions Among Integrated EMR Students and Their Nonretarded Peers in a Game-Playing Situation
Aloia, Gregory F.; And Others
American Journal of Mental Deficiency, 82, 6, 573-9 May 78
Language: English
Two ways of increasing the initial interaction among five seventh and eighth grade integrated educable mentally retarded (EMR) students and their nonretarded classmates in a game-playing situation were examined. (Author)

EJ188709 EA510487
Cincinnati Plans for Special Ed
Agron, George A.; Donnelly, James H.
American School and University, 51, 2, 50-2,54 Oct 78
Language: English
The model developed in Cincinnati in compliance with PL 94-142 demonstrates that a whole system can be made to accommodate the needs of the handicapped at a reasonable cost. (Author/MLF)

EJ187900 SP507387
Techniques for Integration
Winnick, Joseph P.
Journal of Physical Education and Recreation, 49, 6, 22 Jun 78
Reprint Available (See p. vii): UMI
Language: ENGLISH
The techniques presented here are designed to facilitate integration of regular and handicapped populations in physical education classes without jeopardizing the quality of education for either. (MM)

EJ187844 SP507331
The Sexual Needs of the Handicapped
McNab, Warren L.
Journal of School Health, 48, 5, 301-6 May 78
Reprint Available (See p. vii): UMI
Language: ENGLISH
Sex education can help handicapped individuals in finding sexual satisfaction and may foster self-responsibility, maturity, and positive actions towards other rehabilitation goals. (MM)

EJ186845 EC110758
An Overview of a Secondary Level Program for Emotionally Disturbed Adolescents
Heule, Gordon R.; Zukowski, Patrick A.
Bureau Memorandum, 19, 3, 9-14 78
Reprint Available (See p. vii): UMI
Language: ENGLISH
A secondary program for emotionally disturbed students in a Wisconsin school district is described in terms of assessment procedures, classroom management, classroom materials, mainstreaming, parental and community involvement, and its token reinforcement system. (CL)

EJ186801 EC110523
Maintaining the Mainstreamed Child in the Regular Classroom: The Decision-Making Process
Heron, Timothy E.
Journal of Learning Disabilities, 11, 4, 210-6 Apr 78
Language: ENGLISH
Described is a composite decisionmaking approach for maintaining a mainstreamed child in the regular classroom. (DLS)

EJ186786 EC110132
Setting Goals and Objectives for LD Children-Process and Problems
Gallistel, Elizabeth R.
Journal of Learning Disabilities, 11, 3, 177-84 Mar 78
Language: ENGLISH
Discussed are problems and procedures in setting goals and objectives for learning disabled children in the implementation of Individualized Education Programs required by the Education for All Handicapped Children Act. (Author/DLS)

EJ183232 EA510046
Computerized Braille Helps Mainstream the Blind
American School and University, 50, 10, 26 Jun 78
Reprint Available (See p. vii): UMI
Braille printouts create textbooks and help train blind programmers at the University of Manitoba. (Author)

EJ182714 AA528332
Music in the Mainstream
Zinar, Ruth
Teacher, 95, 7, 54-6 Mar 78
Reprint Available (See p. vii): UMI
Help handicapped children sing, clap and dance their way into regular classroom life. (Editor)

EJ182414 SP507042
The School Counselor's Role in Mainstreaming the Handicapped
Cristiani, Therese; Sommers, Peggy
Viewpoints in Teaching and Learning, 54, 1, 20-8 Jan 78
Reprint Available (See p. vii): UMI
Interdisciplinary methods through which the school counselor might facilitate the psychological and social integration of handicapped children are presented. (MJB)

EJ180842 CE507516
Mainstreaming: Visually Handicapped Students
Porter, Ernestine; And Others
Journal of Home Economics, 70, 2, 34-8 Mar 78
Reprint Available (See p. vii): UMI
A research project at Florida State University developed teaching materials for secondary home economics teachers faced with teaching hand and machine sewing and other clothing construction skills to visually handicapped students. The article gives some suggestions for presenting instructions and adapting equipment for cutting and sewing garments. (MF)

EJ180841 CE507515
Mainstreaming: Hearing-Impaired Students
Beckman, Carol
Journal of Home Economics, 70, 2, 34-8 Mar 78
Reprint Available (See p. vii): UMI
Presents some ideas and methods for providing a learning environment for students with hearing loss, as well as some background information on mainstreaming handicapped students into regular classrooms. To help teachers in implementing the provisions of the Education for All Handicapped Children Act (P.L. 94-142), the author includes a list of resources for teaching materials and a list of reference materials. (MF)

EJ180706 AA528068
Managing Inappropriate Behaviors
Lovitt, Thomas C.
Teacher, 95, 5, 81-2 Jan 78
Reprint Available (See p. vii): UMI
Although certain disruptive behaviors of handicapped children may have changed when they were in special classes, some of these behaviors may reappear when the students return to regular classes. Here are some suggestions for ways to establish and maintain peaceful situations in the classroom. (Author/RK)

EJ172927 AA527324
Mainstreaming Parents of the Handicapped
Karnes, Merle B.
Teacher, 95, 2, 90-1 Oct 77
Reprint Available (See p. vii): UMI
Mainstreaming handicapped children is becoming standard educational practice. However, involving parents of handicapped and non-handicapped children in a mainstreaming program requires special efforts on the part of the teacher. Suggests some guidelines for building attitudes of parents and for learning about other parent-involvement programs and includes seven skills needed for teachers to work effectively with parents. (Author/RK)

EJ171887 EC101908
Technology and Media for Exceptional Learners: Looking Ahead
Lance, Wayne D.
Exceptional Children, 44, 2, 92-7 Oct 77
The author points out the need for greater application of technology in educational programs for exceptional children and suggests ways in which new developments (such as computer applications, video, sensory compensation devices, and communication satellite technology) can be used to implement some of the requirements of Public Law 94-142. (IM)

EJ171134 CE507018
Mainstreaming EMR Students
Griffith, Jenell R.
Illinois Teacher of Home Economics, 21, 2, 72-4 Nov-Dec 77
A home economics teacher of educable mentally retarded (EMR) students describes their basic characteristics and suggests ways of responding to their needs within the regular classroom. (JT)

EJ167210 CE506780
Mainstreaming Exceptional Students in the Typewriting Program
Panagoplos, Nicholas A.
Business Education World, 58, 1, 11,31 Sep-Oct 77
Reprint Available (See p. vii): UMI
Describes a successful program in a Connecticut high school to integrate educable mentally retarded (EMR) students into the regular typing class, using individualized methods of instruction, adding one intermediate typing course for EMR students, and interweaving basic English skills into the typing instruction. (MF)

ED171092 EC115301
A Secondary Resource Room Program. A Practical and Applied Model for Effective Mainstreaming.
Wullschleger, Philip; Gavin, Robert T.
Apr 79 36p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session W-17)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Geographic Source: U.S./ New Jersey
The paper describes a three level resource room designed to provide a comprehensive program to meet the widely varying needs of handicapped students at the secondary level. An introduction provides the historical background of services to the handicapped. A description of the program includes the organization; the resource room services, such as instruction, prevocational development, and counseling; and approaches to mainstreaming. Operational procedures are stated including freshman intake, scheduling, monitoring progress in mainstreamed courses, reporting progress, parent contracts, administration and planning, record keeping, relationship with guidance, and career education (the CIPED Community Involvement Personal Education Development Program). Appended are descriptions of teacher qualifications, sample schedules, a sample bi-monthly progress report, a sample report card, guidelines for resource teacher/counselor responsibilities, sample end of the year progress report, a listing of resource room courses, and sample individualized educational plan annual review and instructional guide. (PHR)

ED171043 EC115252
Integration and Mainstreaming of Communicatively Disordered Children.
Moody, Janet B.; Bozeman, Rhoushelle
Apr 79 13p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session F-2)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ California
The paper presents an overview of the factors involved in providing successful mainstreaming experiences to severely language disordered (SLD) children. Among aspects considered are individualization, behavior management procedures, independent problem solving and decision making, group test taking skills and experiences, social emotional growth, independent living skills, motivation, frustration tolerance, study skills, large group abilities, oral language skills, mathematics abilities, and composition skills. Three areas are emphasized for instruction with SLD children: adaptation of material, directions, and independence. Guidelines are given for allowing student options in materials, sidestepping the students' difficulties with oral directions, and encouraging student independence. (CL)

ED170983 EC114799
A Five-Year Longitudinal Study of IEP Implementation.
Turner, Ruth M.; Macy, Daniel J.
Feb 78 93p.; A paper presented at the CEC National Topical Conference on Individualized Education Program Planning (Albuquerque, New Mexico, February, 1978)
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: U.S./ Texas
The paper describes a 5-year longitudinal study of a Texas school district's implementation of an individualized mainstream special education program. "Plan A" program activities and outcomes are reported for five phases (sample subtopics in parentheses): initiation in one high school, one junior high school and eight elementary schools (description of pilot model and analysis of survey responses and site visits which indicated major implementation difficulties); revision of Pilot Plan A (establishment of an advisory council and materials center); expansion of the pilot program (development of a recordkeeping system for individualized education programs - IEPs - , evaluation findings that 60% of the plans were complete, and a list of sample objectives for 30 categories); continuation of the pilot program (a teacher workshop for 200 teachers on IEPs and evaluation of student progress which showed that Plan A students made larger gains than expected); and the final phase of district-wide program expansion (the addition of new staff and four format options for IEPs). The report concludes with guidelines for IEP implementation in large urban settings, with 15 common problems pointed out (CL)

ED170452 CE018584
Mainstreaming Handicapped Students in Vocational Education: A Resource Guide for Vocational Educators.
Brolin, Donn; And Others
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.; Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Jun 78 86p.; For a related document see CE 018 582 ; Some pages may not reproduce clearly due to colored background
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri
Designed for vocational educators, seven sections of information concerning vocational education for students with handicaps are provided in this resource guide. Section I provides an overview of major federal legislation, the Individualized Education Program (IEP), and definitions of specific handicaps as defined by Missouri statutes. Section II describes the role and function of a vocational resource educator. Guidelines and considerations for vocational assessment and evaluation are presented in section III. Also included in this section is an annotated bibliography of various assessment instruments (aptitude, interest, and work evaluation). Section IV discusses four areas of concern for accommodating handicapped students: physical environment, curriculum, time requirements, and equipment and materials. Instructional considerations for teaching handicapped students are presented in section V. Topics include the IEP, preparing the classroom environment for mainstreaming, teaching techniques for specific handicapping conditions, classroom organization and management, and community and parent involvement. Section VI discusses job placement, employment, and follow-up. The concluding section contains a list of resource materials (books, guides, bibliographies) and a list of directories of services and materials. (JH)

ED170451 CE018582
Mainstreaming Handicapped Students in Vocational Education: An Administrator's Guide.
Brolin, Donn; And Others
Missouri State Dept. of Elementary and Secondary Education, Jefferson City.; Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Jun 78 105p.; For a related document see CE 018 584 ; Some pages may not reproduce clearly due to colored background
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Geographic Source: U.S./ Missouri
Eight sections of information concerning vocational education for handicapped students are provided in this guide designed for administrators of vocational education programs. Section I presents an overview of three federal laws affecting vocational education. The identification of handicapped students by local school districts is discussed in section II. Included in this section are the Missouri definitions for handicapping conditions. The role and responsibility of a vocational resource educator (VRE) as a person who has expertise in special and vocational education is discussed in section III. A copy of a questionnaire and the analyses of results of a study undertaken to determine the need for a VRE are also provided in this section. Staff development considerations and suggestions are presented in section IV, while section V describes considerations for vocational programming for handicapped students. Also described are four exemplary vocational education programs in the United States. Considerations for mainstreaming students with handicaps are provided in section VI. Topics include the least restrictive environment, individualized education program (IEP), and accommodating students (eligibility requirements, physical environment, curriculum, time, and equipment). Legislation of hiring practices, job development, pre-employment skills, job placement, and followup are discussed in section VII. Finally, section VIII describes sources of assistance to aid in the process of mainstreaming. Missouri state and local resources are discussed. Also included is a list of national organizations. (JH)

ED169744 EC114709
Mainstreaming: The Educational Resource Centers Model.
Warrick, Diane Berreth; And Others
Jackson County Education Service District, Medford, Oreg.
78 345p.
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Available from: Jackson County Education Service District, 101 North Grape Street, Medford, Oregon 97501 ($25.00)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Oregon
The looseleaf binder reports on the Educational Resource Centers (ERC) model program in Jackson County, Oregon, which fosters the mainstreaming of mildly handicapped elementary and secondary students (including learning disabled, educable mentally handicapped, emotionally disturbed, and physically handicapped). The ERC provides academic and social skills instruction in order to continue and increase a student's enrollment in regular classes. Instruction may be provided directly to the child or indirectly through consultation with the child's regular teacher. The report is divided into seven sections. A perspective on mainstreaming is provided, including philosophical considerations, a brief review of related research, and an examination of legislation and court decisions. The background and history of the project is reviewed, along with project planning and implementation. Program evaluation is also briefly discussed. The bulk of the report is concerned with program operation, including start-up procedures for ERC teachers, guidelines for processing referrals, individualized instruction, prescriptive programing, behavior management programs, daily monitoring, quarterly reports to parents and teachers, guidelines for termination of educational services, and volunteers. Among the four appendixes are the ERC Reading Skills Inventory and sample prescriptive programs. (DLS)

ED169686 EC113996
Project LINC: Learning in Integrated Classrooms. Final Program Performance Report and Third Annual Interim Report. July 1, 1975 - June 30, 1978.
Meisels, Samuel J.; And Others
Tufts Univ., Medford, Mass.
15 Oct 78 336p.; Some print is marginal and may not reproduce well in hard copy ; Report prepared at Eliot-Pearson Children's School and the Dept. of Child Study at Tufts
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: G00750230
EDRS Price - MF01/PC14 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
The final report of Project LINC (Learning in Integrated Classrooms), a training program for 3-to-6-year-old mildly and moderately handicapped children, discusses the accomplishments of the 3-year project. It is explained that the project developed and refined teaching strategies, skills, and support systems for classroom teachers and programs for parents of children integrated into mainstreamed classrooms. The main portion of the document details the accomplishments in the areas of direct and supplementary services to children, parent/family participation, assessment of children's progress, inservice training and evaluation of teaching staff, dissemination and training, coordination with other agencies, and continuation of services. Among appendixes are a sample tutorial report, parent questionnaires, and figures relating to the assessment of children's progress. (PHR)

ED169023 SP014024
Solution Oriented Seminars (3 Products in a Series on Behavior and Learning Problems). Description of Teacher Inservice Education Materials.
National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
Apr 77 8p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0091
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
The inservice teacher seminars and instructional materials described here focus on understanding development-oriented education principles and prescriptive/diagnostic teaching skills and aiding students whose visual and hearing problems affect their behavior and learning. Inservice topics include: learning concepts of humanistic educational philosophy, individualizing instruction, record keeping, arranging classroom environments, teaming with colleagues and parents, and mainstreaming. This descriptive report provides additional information on the purposes and content of the seminars as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

ED168275 EC114148
Mainstreaming the Hearing-Impaired Child: Process Not Goal.
Ewoldt, Carolyn
79 14p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
Issues involved in mainstreaming deaf and hearing impaired students are examined. The child's acceptance by hearing peers, possible psychological immaturity, controversies over manual communication and oral language, and factors affecting student placement are among the issues explored. Suggestions are given for classroom teachers working with mainstreamed hearing impaired students. (CL)

ED168254 EC113929
Professional Training Activities as a Part of Mainstreaming the Handicapped: An Analytical Survey of the Literature. (Intensive Courses for In-Service Staff Development.)
Alvir, Howard P.
78 49p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Geographic Source: U.S./ New York
The paper is designed to help managers of mainstreamed programs set up intensive staff training courses on mainstreaming. A brief analytic survey of the literature is followed by a discussion of practical applications of mainstreaming (including philosophy, curriculum, support services, and evaluation). The remainder of the paper reviews procedures involved in developing intensive staff development courses. Topics considered include merging several courses into one through the selective use of performance-behavioral objectives, curriculum articulation by objectives, and the transition from teacher-centered to learner-centered programs. (CL)

ED167243 PS010355
Children with Special Needs in Day Care: A Guide to Integration (A Guide for Integrating Developmentally Delayed Children Into Regular Day Care Services).
National Inst. on Mental Retardation, Toronto (Ontario).
78 117p.
Sponsoring Agency: Canadian Association for the Mentally Retarded, Toronto (Ontario).
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Language: English/ French
Geographic Source: Canada/ Ontario
Government: Foreign
This handbook (written in English and French) provides guidelines for integrating children with special needs into regular day care programs and discusses the need for a network of social services for these children and their families. The guide explains (1) the rationale for mainstreaming and the advantages and disadvantages of categorizing special needs; (2) the main components of early developmental programs; (3) different forms mainstreaming can take and the major factors in instituting mainstreaming in a day care facility; and (4) how to structure a program for developmentally delayed children within a regular early childhood service and how to monitor the mainstreaming process. A checklist for assessing the quality of integrated preschool programs is included and examples are given of services (in addition to day care and preschool programs) which would comprise a total network of resources for children with special needs and their families. The guide concludes with a discussion of the directions in which service for handicapped children should go (e.g., inter-agency coordination). A resource section with references to printed and audiovisual materials and an appendix listing Canadian organizations for handicapped persons are included. (BH)

ED166902 EC113600
Writing Individualized Assessment Reports in Special Education: A Resource Manual.
Schipper, William; Boston, Bruce O.
National Association of State Directors of Special Education, Washington, D.C.
Dec 78 35p.; Parts may be marginally legible due to print quality; Best copy available
Available from: Publications Office, The National Association of State Directors of Special Education, Inc., 1201 16th Street, N.W., Suite 610-E, Washington, D.C. 20036 ($4.00, prepaid)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ District of Columbia
The four-section manual provides resource materials for writing individualized assessment reports in the field of special education. The first section discusses the purpose and outcomes of the assessment process. In section two the functions of assessment are explored including a statement of the need for a clear, concise assessment reporting; and an overview of assessment from the perspective of placement and programing decision-making. Section three gives a suggested format for a step-by-step approach, and several practice exercises to improve assessment writing. The final section discusses the law and the assessment process, listing the requirements of Public Law 94-142 pertaining to assessment functions. Appended are a paper entitled "A Further Exploration of the Two Purposes of Assessment", and an annotated bibliography. (PHR)

ED165388 EC113254
Teaching Children Who Learn Differently. A Course Designed for the Regular Classroom Teacher in Diagnosing and Prescribing for the Learning Disabled Child.
Kosko, Ken, Ed.; And Others
Oregon Coll. of Education, Monmouth.
78 321p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.: 451AH71408
Available from: Oregon College of Education Book Store, 345 North Monmouth Avenue, Monmouth, Oregon 97361 ($10.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ Oregon
Intended as a text to supplement inservice training for regular class teachers, the manual presents information on diagnostic-prescriptive teaching with mainstreamed learning disabled students. Ten sections focus on the following diagnostic aspects: referral, parent involvement, case history collection, assessment of academic abilities and disabilities, observation of learning modalities, auditory perception and language factors in learning, visual perception, psychological assessment, data analysis, and situational analysis. The final five chapters discuss delivering services (including preparing an individualized education program and selecting materials to fit the learning style), and strategies for teaching arithmetic, spelling, and reading. (CL)

ED165350 EC112667
Mainstreaming the Physically Handicapped Student for Team Sports.
Grosse, Susan J.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Practical Pointers, v1 n8 p1-8 Jan 1978
Jan 78 9p.
Available from: American Alliance for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ District of Columbia
The article gives suggestions for mainstreaming physically handicapped students into regular physical education classes during instruction in team sports. The report lists six pointers for general class organization and instruction, such as establishing an atmosphere of acceptance, emphasizing the positive contributions each student can make, and requiring all students' participation in pre-play activities. Suggestions for stationary practice and moving drills are given, as are hints for facilitating the handicapped individual's participation in game play. Specific suggestions for the participation of the handicapped are listed for the following sports: basketball, floor hockey, football, soccer, and softball. (PHR)

ED164914 08 CE019221
Overcoming Barriers to Mainstreaming: A Problem-Solving Approach. Final Report.
Dahl, Peter R.; Lipe, Dewey
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
31 Jul 78 93p.; Italicized print appearing in Appendix F will not reproduce well
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.: AIR-FR-60800-7/78 Bureau No.: 498AH60293
Grant No.: G007604705
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Language: English
Geographic Source: U.S./ California
The overall objective of this project was to produce a guidebook to help vocational educators gain skills in working with handicapped students in regular classrooms. The first step in the project was to assess barriers and identify ways to overcome them. Barriers were classified into the following categories: attitudinal, architectural, work environment, placement, and barriers to curriculum modification. Difficulties within categories were identified by a literature review, an advisory panel, vocational and special educators, and others concerned with handicapped training and placement. The second step of the project was to prepare a guidebook acceptable to the vocational education community. The guidebook which identified and described practical ways to overcome barriers was reviewed and critiqued by an advisory panel and special and vocational educators not previously involved in the project. The guidebook was revised accordingly. Step 3 involved the dissemination of the guidebook through a commercial publishing company. (Appendixes include project abstract, meeting topics, synopsis of current information, forms to list problem areas and resources, sample completed survey form, telephone guide and recording form, prospectus and list of publishers, flyer describing the guidebook, list of interested publishers, and publication contract.) (Author/CSS)

ED164507 SP013567
An Approach to Mainstreaming the Handicapped Child With the Nonhandicapped Child.
Orfitelli, Michael A.
78 26p.; Best copy available
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ Iowa
The purpose of this investigation was to identify differences among normal children, learning disabled children, educable mentally handicapped children, and trainable mentally handicapped children in motor skill abilities and to develop profiles to demonstrate these differences. Subjects of the study were all educable and trainable mentally handicapped children in the selected public elementary school system, and a random sampling of normal and learning disabled children. Tests in motor skill abilities were administered to each of the groups. Comparisons of these groups were done both statistically and graphically to determine if any differences or similarities existed among them in motor skill abilities that could give direction necessary for mainstreaming them in physical education classes. Results of tests are presented in the form of graphs, and an analysis of variance is presented. Findings indicated that certain activities lend themselves more to mainstreaming and others to participation in special programs. It was found that in certain activities normal and learning disabled children should not be integrated with trainable mentally handicapped children. It was indicated that certain groups of normal, learning disabled, and educable mentally handicapped children could be integrated and that other groups of educable mentally handicapped and trainable mentally handicapped children could be integrated. (JD)

ED164110 PS010293
Mainstreaming Preschoolers: Children with Learning Disabilities. A Guide for Teachers, Parents, and Others Who Work with Learning Disabled Preschoolers.
Hayden, Alice H.; And Others
Contract Research Corp., Belmont, Mass.
78 140p.; For related documents in this series, see PS 010 286-292 ; Parts in colored ink may not reproduce clearly
Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.: DHEW-OHDS-78-31117
Contract No.: 105-76-1139
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00035-9, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
This guide to mainstreaming preschoolers with learning disabilities is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance with a handicapped child are listed. Chapter II looks at definitions of learning disabilities and describes the behavioral characteristics of various learning disabilities. An observation checklist and general guidelines for recognizing problems for referral are included. Chapter III briefly describes development in learning disabled and non-handicapped children and discusses some of the observable behaviors exhibited by learning disabled children in six skill areas: motor, visual, auditory, communicative, cognitive, and social skills. Chapter IV focuses on planning, arranging classrooms and teaching mainstreamed learning disabled children. Chapter V describes how parents and teachers can work together while Chapters VI and VII provide information on professional sources of help. Notes on screening and diagnosis are appended. (CM)

ED164109 PS010292
Mainstreaming Preschoolers: Children with Hearing Impairment. A Guide for Teachers, Parents, and Others Who Work with Hearing Impaired Preschoolers.
LaPorta, Rita Ann; And Others
Contract Research Corp., Belmont, Mass.
78 138p.; For related documents in this series, see PS 010 286-291, and PS 010 293 ; Parts in colored ink may not reproduce clearly
Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.: DHEW-OHDS-78-31116
Contract No.: 105-76-1139
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00032-4, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
This guide to mainstreaming preschoolers with hearing impairments is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance are listed. Chapter II provides the Head Start definition (and other common definitions) of hearing loss and discusses categories of hearing impairment, types and causes of hearing loss, and problems in diagnosis and referral. Chapter III describes the development and functioning of children with all levels of hearing impairments in four basic areas: communication skills, social and emotional development, cognitive skills, and motor skills. Chapter IV presents information on planning, arranging classrooms, and teaching mainstreamed hearing impaired children. Chapter V focuses on parent/teacher cooperation while Chapters VI and VII provide information on specialists, organizations and publications that can provide help. Notes on screening and diagnosis are appended. (CM)

ED164108 PS010291
Mainstreaming Preschoolers: Children with Emotional Disturbance. A Guide for Teachers, Parents, and Others Who Work with Emotionally Disturbed Preschoolers.
Lasher, Miriam G.; And Others
Contract Research Corp., Belmont, Mass.
78 154p.; For related documents in this series, see PS 010 286-290, and PS 010 292-293 ; Parts in colored ink may not reproduce clearly
Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.: DHEW-OHDS-78-31115
Contract No.: 105-76-1139
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00036-7, $3.50)
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
This guide to mainstreaming emotionally disturbed preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers, and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming and discusses the role of the teacher in mainstreaming. Chapter II discusses local and regional resources and provides information on specialists (psychologists, pediatricians, etc.) who work with emotionally disturbed children. Chapter III focuses on parent teacher cooperation in developing a program for the handicapped child. Chapter IV discusses the definition of emotional disturbance as well as problems related to the diagnosis and referral of emotionally disturbed children. Chapter V describes the effects of five common categories of emotional disturbance on the preschooler's functioning in the areas of self-concept, social, speech and language, motor, and cognitive development. Chapter VI focuses on planning, arranging classrooms and teaching mainstreamed emotionally disturbed children. Chapter VII presents information on professional sources of help. Notes on screening and diagnosis are appended. (CM)

ED166418 CE019621
Career and Vocational Development of Handicapped Learners: An Annotated Bibliography. Information Series No. 134.
Bhaerman, Robert D., Comp.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
78 96p.; For related documents see CE 019 619-627
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-76-0122
Available from: National Center Publications, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 ($5.10)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Language: English
Geographic Source: U.S./ Ohio
This selected bibliography on career and vocational development of handicapped learners contains 150 annotated citations divided into nine sections. The following list indicates the topics and the number of documents in each category: trends and general overviews (9); programs and projects (35); curriculum guides, activities, and resources (44); mainstreaming (10); personnel development (28); equipment and facilities (2); guidance and counseling (3); employment opportunities (7); and measurement and evaluation (12). All the citations are recent studies (conducted since 1975) and can be found in the ERIC data base. The items in each category are listed in order of recency of ED (ERIC document) number. There is some overlap in the categories; for example, aspects of measurement and evaluation are also found in reports of programs and projects. The category selections were made on the basis of the primary focus of each particular entry. (BM)

ED165437 EC113578
Tips on Mainstreaming: Do's and Don'ts in Activity Programs.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Practical Pointers, v1 n10 p1-16 Mar 1978
Mar 78 17p.
Available from: American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ District of Columbia
The document provides 10 brief articles on activities for mainstreamed handicapped students. Included are the following titles: "Tips on Mainstreaming--Do's and Don'ts for Activity Programs;" "Mainstreaming--A Goal and A Process;" "What To Do When You Meet a Handicapped Person;" "Tips for Dealing with Handicapped Persons;" "Relating to Orthopedically and Visually Handicapped Individuals;" "Making Relationships More Comfortable Between Blind and Sighted Individuals;" "When You Have a Hearing Impaired Player on the Team or in Class;" "Communicating with Hearing Impaired Persons in One-To-One and Group Situations;" "First Steps in Mainstreaming;" and "Mainstreaming Does Work." (SBH)

ED165436 EC113577
Individual Education Programs: Assessment and Evaluation in Physical Education.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Practical Pointers, v1 n9 p1-21 Feb 1978
Feb 78 24p.
Available from: American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: English
Geographic Source: U.S./ District of Columbia
The document presents guidelines for assessment and evaluation procedures related to development of individual programs in physical education, with emphasis on the provisions of The Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). Sections address the following topics: assessment, evaluation, and the laws; initial assessment; assessment and evaluation in physical education; general assessment and evaluation provisions under the laws; implications of assessment and evaluation provisions for physical education; assessment batteries, test items, and resources; adapting and using the Youth Fitness Test; Youth Fitness Test and adaptations; motivation and incentives; award systems; testing large groups; and record keeping. (SBH)

ED164107 PS010290

Mainstreaming Preschoolers: Children with Orthopedic Handicaps. A Guide for Teachers, Parents, and Others Who Work with Orthopedically Handicapped Preschoolers.

Kieran, Shari Stokes; And Others

Contract Research Corp., Belmont, Mass.

78 146p.; For related documents in this series, see PS 010 286-293 ; Parts in colored ink may not reproduce clearly

Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.: DHEW-OHDS-78-31114

Contract No.: 105-76-1139

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00034-1, $3.50)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Language: English

Geographic Source: U.S./ Massachusetts

This guide to mainstreaming preschoolers with orthopedic handicaps is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers, and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance are listed. Chapter II discusses local and regional resources and provides specialists (occupational therapists, orthpedist, physical therapist, etc.) who work with handicapped children. Chapter III focuses on parent/teacher cooperation. Chapter IV discusses various kinds of orthopedic handicaps (such as cerebral palsy, spinal cord damage, arthritis, muscular dystrophy), and associated problems, and ways of recognizing problems for referral. Chapter V discusses how orthopedic handicaps can affect a child's functioning and learning. Chapter VI focuses on planning, arranging classrooms and teaching mainstreamed orthopedically handicapped children. Chapter VII presents information on professionals, organizations and other sources of help. Notes on screening and diagnosis are appended. (CM)

ED164106 PS010289

Mainstreaming Preschoolers: Children with Speech and Language Impairments. A Guide for Teachers, Parents, and Others Who Work with Speech and Language Impaired Preschoolers.

Liebergott, Jacqueline; And Others

Contract Research Corp., Belmont, Mass.

78 174p.; For related documents in this series, see PS 010 286-293 ; Parts in colored ink may not reproduce clearly

Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Report No.: DHEW-OHDS-78-31113

Contract No.: 105-76-1139

Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00033-2, $3.75)

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Language: English

Geographic Source: U.S./ Massachusetts

This guide to mainstreaming preschoolers with speech and language impairments is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and possible resources she can tap for assistance with a handicapped child are listed. Chapter II describes various speech and language impairments (stuttering, chronic voice disorders and articulation problems), commonly associated handicaps, and ways to identify them in young children. Information on distinguishing between true speech and language impairments and simple differences in children's speech for referral purposes is included. Chapter III contains detailed information on the normal development of communication skills and explains how various communication disorders can affect the cognitive, social, motor, and communicative functioning, and the development of self-concept in 3- to 5-year-olds. Chapter IV focuses on planning, arranging classrooms and teaching mainstreamed children with speech/language impairments. Chapters V through VII describe parent-teacher cooperation and professional sources of help. Notes on diagnosis and screening are appended. (CM)

ED164105 PS010288
Mainstreaming Preschoolers: Children with Visual Handicaps. A Guide for Teachers, Parents, and Others Who Work with Visually Handicapped Preschoolers.
Alonso, Lou; And Others
Contract Research Corp., Belmont, Mass.
78 134p.; For related documents in this series, see PS 010 286-293; Parts in colored ink may not reproduce clearly
Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.: DHEW-OHDS-78-31112
Contract No.: 105-76-1139
Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00030-8, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
This guide to mainstreaming visually handicapped preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and possible resources she can tap for assistance with a handicapped child are listed. Chapter II provides a definition of visual handicaps and discusses problems in diagnosis and referral of visually handicapped preschoolers. An observational checklist for diagnosis and general guidelines on referral are included. Chapter III discusses how visually handicapped children function in various areas of development; self-concept, motor skills, self-help skills, cognitive skills, language and speech skills and social skills. Chapter IV focuses on specific aspects of mainstreaming visually handicapped children such as planning, physical setting and classroom facilities, general teaching guidelines and specific teaching techniques and learning activities. Chapter V describes how parents and teachers can work together as partners, while chapters VI and VII provide information on possible resources and sources of help, professional and otherwise. Notes on screening and diagnosis are appended. (CM)

ED164104 PS010287
Mainstreaming Preschoolers: Children with Health Impairments. A Guide for Teachers, Parents, and Others Who Work with Health Impaired Preschoolers.
Healy, Alfred; And Others
Contract Research Corp., Belmont, Mass.
78 139p.; For related documents in this series, see PS 010 286-293; Parts in colored ink may not reproduce clearly
Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.: DHEW-OHDS-78-31111
Contract No.: 105-76-1139
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00031-6, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
This guide to mainstreaming health impaired preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming. The role of the teacher in mainstreaming is discussed, and sources of assistance are listed. Chapter II distinguishes between handicapping and nonhandicapping health impairments, and defines health impairments as illnesses of a chronic nature or with prolonged convalescence. The following conditions and diseases that result in health impairments are briefly delineated: epilepsy or convulsive disorders, syndromes, pituitary problems, hypothyroidism and diabetes, inborn errors of metabolism, tuberculosis, cystic fibrosis, asthma, congenital heart defects, anemia, hemophilia, and nephrosis, nephritis and enuresis. Chapter III describes how health impairments affect learning in 3- to 5-year olds, and enumerates measures to take in emergency situations. Chapter IV focuses on planning, arranging classrooms, and teaching mainstreamed health impaired children. Chapter V describes how parents and teachers can work together while Chapters VI and VII provide information on possible resources and sources of help, professional and otherwise. Notes on screening and diagnosis are appended. (CM)

ED164103 PS010286
Mainstreaming Preschoolers: Children with Mental Retardation. A Guide for Teachers, Parents, and Others Who Work with Mentally Retarded Preschoolers.
Lynch, Eleanor Whiteside; And Others
Contract Research Corp., Belmont, Mass.
78 146p.; For related documents in this series, see PS 010 287-293 ; Parts in colored ink may not reproduce clearly
Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.: DHEW-OHDS-78-31110
Contract No.: 105-76-1139
Available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-092-00029-4, $3.25)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Language: English
Geographic Source: U.S./ Massachusetts
This guide to mainstreaming mentally retarded preschoolers is one of a series of eight manuals on mainstreaming preschoolers developed by Project Head Start. The guide is addressed to parents, teachers and other professionals and paraprofessionals. Chapter I presents information on the meaning, benefits and implementation of mainstreaming and discusses the role of the teacher. Chapter II defines mental retardation, focusing on levels of retardation, rate of learning, commonly associated handicaps and diagnostic problems. An observational checklist and general guidelines for identifying children for referral are included. Chapter III discusses how mental retardation affects learning and development in 3- to 5-year-olds and describes children with mild, moderate and severe handicaps. Chapter IV focuses on planning, physical setting, and teaching techniques for mainstreamed mentally retarded children. Chapter V discusses parent/teacher cooperation, while Chapters VI and VII provide information on specialists, organizations and other sources of help. Notes on screening and diagnosis are appended. (CM)

ED163708 EC112709
Handbook for Placement of Handicapped Children: From Identification Through Initial Placement with P.L. 94-142.
Howe, Clifford E.; And Others
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
Oct 77 36p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: OEC-0-74-7899
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ Iowa
The document provides an overview of the process a committee must complete as a minimum, in compliance with the Education for All Handicapped Children Act (P.L. 94-142), before a handicapped child's educational placement decision is made. A flow chart for the placement of the handicapped child is provided, and nine major steps to be taken, from original identification through the placement procedure, are discussed (including observation of a child experiencing difficulty, referral for evaluation services, informed parental consent, and multidisciplinary evaluation). A glossary of terms and sample forms are appended. (DLS)

ED162475 EC112557
Mainstreaming the Handicapped in Vocational Education. Literature Review. (A Research Project in Vocational Education in the Portland Public Schools).
Rumble, Richard D.
Portland Public Schools, Oreg.
Jan 78 47p.; For related information, see EC 112 558 - 561
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Language: English
Geographic Source: U.S./ Oregon
Government: Local
The first of five reports from a project on mainstreaming the handicapped in vocational education presents a literature review drawn from an ERIC (Educational Resources Information Center) search and responses by 16 secondary school curriculum leaders. The review touches upon the following topics: history, P.L. 94-142 (the Education for All Handicapped Children Act), mainstreaming, the population, specialization, current program models, cooperative work experience and placement, regional support, and aspects of successful programs (such as individualized instruction, flexible grading, and coordinated leadership). (CL)

ED161188 EC112316
P.L. 94-142 "Not Just a Law - A Darn Good Idea" A Resource Packet for Use in the Conference: Advancing the Handicapped and School Administration.
Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.
77 163p.
Sponsoring Agency: American Association of School Administrators, Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: OEC-0-74-7899
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Language: English
Geographic Source: U.S./ Iowa
Presented is a resource packet used in a conference designed to create and develop a greater awareness and understanding of the implications of the Education for All Handicapped Children Act (PL 94-142). The packet is divided into six sections. The first section deals with PL 94-142 and provides an overview of the law, a compliance matrix, definitions of terms, and full service planning forms. Section 2 focuses on individualized education programs and includes selected regulations for PL 94-142 and an analysis worksheet. Procedural safeguards are covered in section 3; provided are questions and answers regarding due process and record-keeping and confidentiality, a self-administered due process guide, policy regarding nondiscriminatory evaluation, and policies for the development and use of anecdotal records. Section 4 identifies some of the posible resources in the area of personnel development. The fifth section presents 12 programs known as operationalizing the least restrictive environment. The last section alphabetically lists 42 resources. (BD)

ED160584 SP013134
Individualized Education Programs.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Practical Pointers, v1 n3 Oct77
Oct 77 16p.
Available from: AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($2.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: ENGLISH
Geographic Source: U.S./ District of Columbia
The development and implementation of individualized education programs as required by the Education for All Handicapped Children Act (Public Law 94-142) is the subject of this program guide, and the following questions are addressed: (1) What are the programs? (2) For whom must they be developed? (3) When do they become effective? (4) Who is responsible for developing and implementing them? (5) What must they contain? and (6) How are they evaluated? Further topics include program objectives and monitoring, and specially designed physical education services. Selected resources are provided at the end. (DS)

ED159856 EC112284
Integrating Persons with Handicapping Conditions Into Regular Physical Education and Recreation Programs. Revised.
Geddes, Dolores M.; Summerfield, Liane
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
Nov 77 80p.
Available from: American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: ENGLISH
Geographic Source: U.S./ District of Columbia
The publication contains information pertaining to mainstreaming handicapped students into regular physical education and recreational programs, including an analysis of literature and bibliography. In part 1 terms such as mainstreaming, normalization, impaired, disabled, handicapped, and inconvenienced are clarified, and American Alliance for Health, Physical Education, and Recreation source publications are listed. In part 2, an analysis of literature shows focus on five major areas such as integration of handicapped students into regular school physical educational programs, integration of the handicapped camper into regular camping programs, and the attitudes of participants, peers, and personnel in the integration process. Suggestions are included to aid personnel in the integration process such as the need to stress noncategorical approaches, and the need to provide flexible programs. The bibliography, in part 3, is indexed by handicapping condition, and subject area. Part 4 contains a 261 item, largely annotated bibliography consisting of the following three sections: integration into regular classroom and community situations, integration into regular physical education and recreation programs, and audiovisual materials. (BP)

ED159852 EC112182
Vocational Education: Teaching the Handicapped in Regular Classes.
Weisgerber, Robert, Ed.
Council for Exceptional Children, Reston, Va.
78 89p.
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Available from: Council for Exceptional Children, Publication Sales Unit, 1920 Association Drive, Reston, Virginia 22091 ($8.50, Publication No. 179)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: ENGLISH
Geographic Source: U.S./ Virginia
Divided into 7 units, the book provides vocational educational teachers with inservice training on practical knowledge and work skills for working with mainstreamed handicapped students. Unit 1 explores the rights of the handicapped, the capabilities and characteristics of the handicapped, training for competitive employment, shaping the training environment, evaluating the program. Attitudes that can affect success in teaching mainstreamed handicapped students are discussed in unit 2. Units 3,4,5, and 6 deal with individualized instruction for health impaired students, visually handicapped students, mentally retarded students, and students with communications disorders respectively. A plan for action is presented in unit 7, outlining steps for instruction of a specific topic to a specific student. (PHR)

ED159823 EC111363
Creative Arts for the Severely Handicapped.
Sherrill, Claudine, Ed.
May 77 131p.
Sponsoring Agency: Texas Education Agency, Austin. Div. of Special Education.
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Language: ENGLISH
Geographic Source: U.S./ Texas
The monograph on creative arts for severely handicapped persons presents 18 papers on program development and implementation. Among topics addressed are personnel preparation, self expression as a human right, mainstreaming severely and profoundly handicapped children in creative arts, square dancing, adapting wheelchair dance, arts for the visually handicapped, theatre for the deaf, drama for the mentally retarded, research in creative arts for the handicapped, music and rhythms, motor creativity, and motion photography. (CL)

ED159393 CE017470
Clothing Construction: An Instructional Package with Adaptations for Visually Impaired Individuals.
Crawford, Glinda B.; And Others
North Dakota Univ., Grand Forks. Dept. of Home Economics and Nutrition.; School for the Blind, Grand Forks, N. Dak.
76 181p.; For a related document see CE 017 471 ; Pages 163-167 are marginally legible due to poor print quality
Sponsoring Agency: North Dakota Univ., Grand Forks.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Language: ENGLISH
Geographic Source: U.S./ North Dakota
Government: Federal
Developed for the home economics teacher of mainstreamed visually impaired students, this guide provides clothing instruction lesson plans for the junior high level. First, teacher guidelines are given, including characteristics of the visually impaired, orienting such students to the classroom, orienting class members to the visually impaired, suggestions for effective teaching, and sources of assistance such as reading materials, organizations, and agencies. Next, the clothing instruction unit objectives and generalizations are given, followed by nine lesson plans. The topics of the lessons are selecting small sewing equipment; getting to know the sewing machine, caring for and operating the sewing machine; preparing the machine for sewing; fabric selection and terminology; using a commercial pattern; laying out and cutting out a pattern; and basic clothing construction. Each lesson includes objectives and generalizations, a pre- and posttest with an answer key, a list of learning activities (teacher lecture-demonstration, information sheets designed for all students and some especially for the blind, worksheets and worksheet keys, games), suggested films, books, kits and other resources, and special notes to the teacher for presenting the lessons to visually impaired students. Concluding the package is a list of addresses for resource material and a bibliography which includes indication of availability in large type, braille, or record. (This package is one of a series of home economics instructional packages for use with the Visually Impaired. See note.) (JH)

ED156924 08 CE017471

Food Preparation: An Instructional Package with Adaptations for Visually Impaired Individuals.

Crawford, Glinda B.; And Others

North Dakota School for the Blind, Grand Forks.; North Dakota Univ., Grand Forks.

76 144p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

This instructional package, developed for the home economics teacher of mainstreamed visually impaired students, provides food preparation lesson plans appropriate for the junior high level. First, teacher guidelines are given, including characteristics of the visually impaired, orienting such students to the classroom, orienting class members to the visually impaired, suggestions for effective teaching, and sources of assistance for teachers such as reading materials, organizations, and agencies. Next, the food preparation unit objectives and unit generalizations are given, followed by six lesson plans. The topics of the lessons are kitchen appliances and equipment, kitchen work areas, cleanliness in the kitchen, measuring techniques, practicing cooking skills, and outdoor cooking. Each lesson includes objectives and generalizations, a pre- and posttest with an answer key, a list of learning activities (i.e. teacher lecture-demonstration, information sheets designed for all students and some especially for the blind, worksheets and worksheet keys, games), additional learning activities, suggested films, books, kits or other resources, and special notes to the teacher for presenting the lesson to the visually impaired students. Concluding the package is a list of addresses for food resource materials (pamphlets, books, cassette tapes, films) and a bibliography on foods and cookbooks with indication whether is available in large type, braille, or record. (This instructional package is one of a series of instructional packages developed as a part of a project titled Development of Home Economics Curriculum for the Visually Impaired.) (JH)

ED156846 CE016745

Group Learning Centers. Illustrated for Home Economics. A Strategy for Use in Classes Mainstreaming Disabled Students.

Schultz, Jerelyn B.; Rougvie, Barbara S.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.

77 203p.; For a related document see CE 016 746

Sponsoring Agency: Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Available from: Iowa Department of Public Instruction, Career Education Division, Grimes State Office Building, Des Moines, Iowa 50319

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

The purpose of this guide is to provide assistance for home economics teachers in gaining insight in working with mildly disabled students as individuals and as members of a mainstreamed class. Preceding the four major parts of this document are descriptions of the following related elements: characteristics of eighth and ninth grade students and provisions for their needs (including typical mild mentally and/or physically disabled learners); adult skills for living; group learning centers and group learning center teaching modules. The objectives, generalizations, and basic concepts of the learning center teaching module presented in this document are outlined in part 1. Two major plans for developing a learning center teaching module on the topic of consumer education are presented in part 2. (The plans are designed to be included in either a foods or clothing unit appropriate for an eighth or ninth grade mainstreamed class.) Each plan includes an overview of the use of learning centers, directions for using learning centers, a guide for learning center activities, and tips for classroom management. Part 3 contains the student materials needed for group learning centers, and part 4 contains the materials needed by the teacher. (A related document, CE 016 746, reports the research and development of this guide.) (BM)

ED155854 EC110725

Pilot Models for Mainstreaming Secondary Students Who Are Mild to Moderate Behaviorally Disordered. Administrator Manual.

Toker, Mary Lou; And Others

Nebraska State Dept. of Education, Lincoln.

Jun 76 111p.; ESEA Title IV-C Validated Project: Recognize, Respond, Reinforce; Some pages have poor print and may not reproduce well in hard copy; For related information, see EC 110 724

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

The administrator manual describes a program model for delivery of services, within the concept of mainstreaming, to secondary students who are mild to moderate behaviorally disordered. Four sections cover the following project components (subsection topics are in parentheses): introductory information (goal, philosophy, and use of the guide); project overview (statement of need, history, and evaluation); program selection-management considerations (project components and resources); and local application of the program (needs identification; design, implementation, and monitoring; and evaluation). The bulk of the document consists of a glossary and appendixes on the definition of mainstreaming, a project overview, and project resources. (SBH)

ED155853 EC110724
Pilot Models for Mainstreaming Secondary Students Who Are Mild to Moderate Behaviorally Disordered. Resource Teacher Manual.
Toker, Mary Lou; And Others
Nebraska State Dept. of Education, Lincoln.
78 244p.; ESEA Title IV-C Validated Project: Recognize, Respond, Reinforce; Some pages have poor print and will not reproduce well in hard copy; For related information, see EC 110 725
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
The resource teacher manual describes a program model for delivery of services, within the concept of mainstreaming, to secondary students who are mild to moderate behaviorally disordered. Following introductory and overview sections, a student placement section discusses student screening, diagnosis, and placement procedures and gives examples and information on four screening instruments: the Project Screening Instrument, the Attitude Toward School Scale, the Self-Concept as a Learner Scale, and the Student Screening-Monitoring Profile Form. A fourth section focuses on teaching strategies and techniques. The bulk of this section consists of a listing of reference materials, as well as charts on student materials which are subdivided in the following areas: interest and motivation, art, English, mathematics, reading, spelling, values guidance, and vocational education. Section V on supplementary services examines on-going observation-assessment techniques, a monitoring model, and parent involvement procedures. A final section reviews exit and follow-through procedures. Also included are a glossary and appendixes on a descriptive defintion of mainstreaming, a project overview, and student examples. (SBH)

ED154599 EC110630
An Integrated Psycho-Educational Program Center.
Singh, Surenda P.
Aug 77 87p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Described is an integrated psycho-educational program center (IPEC) designed to develop an administrative construct for an integrated educational program to provide maximum possible neuropsychoeducational services in the regular classroom for all children identified as exceptional and to provide strategies for developing skills among regular class teachers and special educators within the mainstream of school life. Sections address the following IPEC components: philosophical assumptions; conceptual statement of program objectives; general program description; elements of IPEC; general administrative construct; IPEC activities; general curriculum emphasis areas and procedures; center staff; description of procedures for implementation activities; personnel responsibilities; example of daily schedule; parent-family participation; evaluation; demonstration; advisory council; staff and job description; time-table; and references. Appended are evaluation scales, staff development material used during the 1975-76 year, a staff development identification questionnaire, needs assessment data, an intake form, and a general diagnostic battery. (SBH)

ED154553 EC110256
Intervening with Developmentally Disabled Children in a Regular School Setting.
Wyne, Marvin D.
Mar 78 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, Canada, March, 1978)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The paper focuses on the integration of 36 moderately and severely retarded children (3 to 16 years old) from a private self-contained special school to a public elementary school. Addressed are the participants and procedures, settings, preparation for integration, and the integration experience. Noted among the implications of the integration experience are the need to prepare parents as well as children for the transition; the value of pre-integration planning and preparation with administrators, teachers, and children in the less restrictive setting; and the importance of ongoing systematic evaluation research. (SBH)

ED153438 EC110387
Pilot Models for Mainstreaming Secondary Students Who Are Mild to Moderate Behaviorally Disordered.
Toker, Mary Lou; Hoeltke, Gary M.
May 78 18p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session F71)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The paper reviews placement, treatment, supplementary services, and exit and follow-through procedures of a program for mainstreaming secondary students with mild to moderate behavior disorders. (CL)

ED153425 EC110374
The Assimilation of Two Classes of T.M.H. Children Into a Typical Junior High School.
Smokoski, Fred; And Others
May 78 21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session Th16)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Twenty-five trainable mentally handicapped young adults were placed in two junior high schools. The curriculum included communication, basic knowledge, family living and personal hygiene, work preparation, and body usage. Among the concerns expressed by the children's parents were that the junior high youth would not accept the retarded students and that normal young adults would mistreat the handicapped. Among the problems encountered were difficulty ordering suitable materials and equipment, physical facilities in the schools, and policies and procedures regarding such things as field trips, insurance requirements and general information. After 1 year, the program was considered extremely successful. (SBH)

ED153421 EC110370
Mainstreaming the Handicapped in Vocational Education.
Batsche, Catherine J.
Illinois State Univ., Normal. Coll. of Education.
May 78 12p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session W77)
Sponsoring Agency: Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Legislation supporting the mainstreaming of exceptional children is reviewed, and the Illinois Network of Exemplary Occupational Education Programs for Handicapped and Disadvantaged Students is described. Considered are P. L. 94-482, the Education Amendments of 1976; PL L. 94-142, the Education for All Handicapped Children Act; and P. L. 93-112, the Rehabilitation Act of 1973. It is explained that the Illinois Network is designed to demonstrate exemplary methods of mainstreaming handicapped high school students in vocational education. (SBH)

ED153406 EC110355
An Effective Model for Mainstreaming Emotionally Impaired Students.
Carroll, Julie; And Others
May 78 19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (56th, Kansas City, Missouri, May 2-5, 1978, Session W3); Developed in the Willow Run Community Schools (Ypsilanti, Michigan)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Described is a 10-step model of services for emotionally impaired elementary students which uses mainstreaming techniques and includes consultation, followup, parental involvement, team coordination, innovative programing, and coordination within the school district and community agencies. The model, which is in full compliance with P. L. 92-142 (Education for All Handicapped Children Act) and Michigan P. A. 198, is noted to focus on the least restrictive environment concept. The teacher's role in the model is outlined; and information on services provided by teachers, procedures and guidelines for placement in self-contained classrooms, the Michigan Special Education Code, and sample forms and checklists are appended. (SBH)

ED153380 EC110123
Developmental By-Pass Techniques for Teaching the Secondary Learning Disabled Student.
Mosby, Robert J., Ed.
Franklin County Special Education Cooperative, Union, Mo.
Oct 77 62p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Available from: Franklin County Special Education Cooperative, Box 440, Union, Missouri 63084 ($2.80)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Described is an interdisciplinary mainstreaming program for individualizing instruction for secondary learning disabled students, utilizing resource facilities in grades 7-9 in eight separate centers throughout Franklin County, Missouri. Aspects of this program--such as the developmental and by-pass strategies of instruction employed to help students gain the knowledge, concepts, and information necessary to cope with the regular classroom curriculum--are explained. Papers are included on such topics as instructional techniques for meeting the needs of various learning disabled students, developmental by-pass technologies of Missouri Child Service Demonstration Center (CSDC), Missouri CSDC first year research accomplishments, management of a resource room, administrative problems of implementation, teaching literature to the learning disabled student, and serving the behaviorally disturbed/learning disabled student. (Author/JYC)

ED153046 08 CE015752
Evaluation and Placement.
Schwartz, Stuart E.
Florida Univ., Gainesville. Coll. of Education.
77 22p.; Photographs throughout booklet may not reproduce well; For related documents see CE 015 749-754
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: 498AH60166
Grant No.: G007604050
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
One of five booklets designed to help vocational education teachers and administrators relate more effectively to handicapped students in their classrooms, this booklet discusses the role of medical, social, educational, and psychological tests in estimating a handicapped student's potential and in designing an appropriate vocational program. Specific topics discussed include the following: work evaluation programs, work evaluation systems, work experience programs, work experience settings, advisory committee, and advisory council. A self-test is included for pre- and posttest evaluation. (TA)

23

ED152040 EC110030
Speech and Language Services and the Classroom Teacher.
Freeman, Gerald G.
Minnesota Univ., Minneapolis. National Support Systems Project.
77 104p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: 600-75-0913; OEG-0-9-336005-2452
Available from: Council for Exceptional Children Publication Sales, 1920 Association Drive, Reston, Virginia 22091 (Stock No. 168, $3.50)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
The author demonstrates that special speech and language services can be provided in the regular classroom through the collaborative efforts of speech-language pathologists and regular classroom teachers. In the opening chapters, a brief primer on the speech and language problems which may be encountered among children in regular education classrooms is presented. Remaining chapters offer descriptions of six programs (early intervention-prevention programs, speech deviations programs, and programs for communicative disorders) in the following locations: Mesa, Arizona; Gouldsboro, Maine; Seattle, Washington; Amherst, Massachusetts; St. Louis, Missouri; and Greensboro, North Carolina. Appended are a list of representative speech and language tests and a list of related publications. (SBH)

52 ED150814 EC104178
Illinois Interim Resource Manual for Preparing Individualized Education Programs.
Blankenship, Colleen S.
Illinois State Dept. of Education, Springfield. Div. of Specialized Educational Services.
Aug 77 44p.; Some parts are marginally legible due to typesize
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEGO-74-7901
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Intended for administrators, supervisors, and teachers, the booklet is designed as a source document for developing individualized education programs (IEPs) for handicapped children in Illinois as required by P.L. 94-142 (the Education for All Handicapped Children Act). Section I identifies and defines the following content areas of an IEP: present levels of educational performance, annual goals, short-term instructional objectives, services to be provided, participation in regular education programs, objective criteria and evaluation procedures, type of physical education program, special media and materials, justification for placement, and identification of implementers. Considered in Section II on IEP development are the multidisciplinary staff conference, a four-stage model for development of an IEP, and examples of each IEP component. Section III deals with administrative concerns such as developing IEP policies and procedures, and drafting a local district IEP form (several sample forms are provided). Appended are sample IEPs which are based on those completed by teachers participating in the IEP field test. (SBH)

53

ED150807 EC103933
IEP Handbook: A Teacher Manual for the Implementation of Public Law 94-142. (Project Aid: Assistance for the IEP Development).
Proger, Barton B.; And Others
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Feb 78 189p.; Some print is marginal and may not reproduce well in hard copy; For related information, see EC 103 934
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.: 48-05023-46-380; 48-07035-00-000; 48-78039-00-0-00
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Designed as a resource guide for teachers, the manual provides information on procedures and forms for developing individualized education programs (IEPs) for handicapped students. An introductory session reviews the purpose of P.L. 94-142 (Education for All Handicapped Children Act) and the law's requirements for IEPs. Presented are sample IEP forms and directions for completing the forms. Among additional IEP-related forms and procedures considered are flow charts for gifted students, forms requesting an IEP planning meeting, referral forms, notification forms, and due process procedures. A fourth section explains the policies and working procedures of Montgomery County (Pennsylvania) Intermediate Unit regarding IEPs. The bulk of the document consists of appended information, including sample IEPs for students with 15 types of handicapping conditions, and questions and answers on such related areas as IEP content and parental involvement. (CL)

ED149523 EC103596
Media/Information/Services for Exceptional Students.
Niederer, Margaret, Ed.
Illinois Libraries, v59 n7 Sep77
Sep 77 84p.
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Presented are 18 articles on media/library systems and services for handicapped and gifted students. Entries include the following titles and authors: "Implications of Public Law 94-142" (Education for All Handicapped Children Act) by G. Calovini; "Mainstreaming--Present Shock" by L. Stowell and C. Terry; "Media Services for Exceptional Children--Some Current Practices in Illinois" by D. Adcock; "Program Development and the Gifted Area Service Centers" by J. Stark; "Teacher Centers and P.L. 94-142--A Unique Opportunity for Cooperation and Resource Utilization" by M. Estle and C. Christensen; "Them as Can, Does" by R. Ehret; "A Program to Enable Visually Impaired Students in Illinois to Realize Their Full Potential" by M. Niederer and B. Reguly; "The Role of the Library in Gifted Child Education" by J. Van Tassel; "Providing Mediated Services for the Handicapped--A Community College Learning Resources Center Perspective" by K. Allen and G. Frazer; "Illinois Office of Education/School District Partnership--Improving School Media and Library Services" by M. Sivak; "Unspecial Education Materials" by T. Denny; "Publishing for the Handicapped Learner" by R. Giesen; "Serving the Exceptional Child--A System Response" by K. Gray and C. Altgilbers; "National Instructional Materials Information System (NIMIS)" by C. Oldsen; "Exceptional Child Education Resources--A One-of-a-Kind Data Base" by D. Erickson; "Growth and Impact of the Association for Special Education Technology" by J. Opperman; and "National Center of Educational Media and Materials for the Handicapped Program" by V. Fuchs. Also provided are a checklist on standard criteria for the selection and evaluation of instructional materials and a listing of national and Illinois agencies concerned with exceptional students. (SBH)

ED149496 EC103560
Project Team: Teacher Encouragement to Activate Mainstreaming. Final Report.
Fullerton Union High School District, Calif.
Jun 77 45p.; For additional information see EC 103 558 and EC 103 559 ; Parts may reproduce poorly due to ink and paper colors
Sponsoring Agency: California State Dept. of Education, Sacramento.
Grant No.: 76-6-A
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Presented is the final report of Project TEAM (Teacher Encouragement to Activate Mainstreaming) to improve the attitudes and skills of seven regular secondary teachers serving 27 educable mentally or educationally handicapped students. Methodology is explained to have involved analysis of student records to identify students ready for mainstreaming followed by diagnostic and prescriptive data given to regular teachers, special preservice programs for the regular teachers, and intensive follow-up by the resource teacher. It is concluded that the project resulted in significant changes in teacher attitudes. Appended is a survey of teacher instructional practices related to mainstreaming. (DB)

ED149495 EC103559
Project Team: Teacher Encouragement to Activate Mainstreaming. II. Teacher Handbook.
Fullerton Union High School District, Calif.
Aug 77 37p.; For additional information see EC 103 558 and EC 103 560 ; Parts may reproduce poorly due to ink and paper colors
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Presented is the teacher handbook developed as part of Project TEAM (Teacher Encouragement to Activate Mainstreaming) to improve attitudes and skills of regular secondary teachers working with educable mentally handicapped or educationally handicapped students. Sections of the handbook include an introduction, a brief consideration of classroom management, a flowchart for the selection of course objectives, guidelines for personalizing instruction, hints for problem solving, a suggestions chart offering specific strategies to change behaviors exhibited in the classroom, a case study, and a glossary of about 50 terms such as aphasia and directionality. (DB)

ED149494 EC103558
Project Team: Teacher Encouragement to Activate Mainstreaming. I. Administrative and Resource Personnel Kit.
Fullerton Union High School District, Calif.
Aug 77 50p.; For additional information, see EC 103 559 and EC 103 560 ; Parts may reproduce poorly due to ink and paper colors
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Presented is the administrative and resource personnel kit developed as part of Project TEAM (Teacher Encouragement to Activate Mainstreaming) to improve attitudes and skills of regular secondary teachers working with educable mentally retarded or educationally handicapped students. Sections of the kit include an introduction, a listing of the study's significant findings and conclusions (such as enthusiasm for mainstreaming by teacher and student participants), forms and guidelines for mainstreaming preparation, suggested agendas for staff development programs, forms for use in the resource program, and a list of selected references. (DB)

ED148083 EC103466
Mainstreaming Preschoolers: Children with Visual Handicaps. Edited Text.
Contract Research Corp., Belmont, Mass.
25 Oct 77 233p.
Sponsoring Agency: Administration for Children, Youth, and Families (DHEW), Washington, D.C.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Written for parents, teachers and preschool personnel involved with visually handicapped children, the book provides an overview of mainstreaming procedures and implications. The first chapter provides a definition of mainstreaming and considers benefits' professional involvement, and resources available for parents and teachers. Diagnostic considerations and educational consequences of visual impairment are reviewed in a second chapter. Discussed in the third chapter are the effects of visual handicaps on preschoolers' self concepts, motor skills, self help skills, intellectual skills, speech and language development, and social competence. General teaching guidelines (including setting limits and pacing class activities) as well as specific teaching techniques and activities (such as training blind children to recognize the direction and distance of sounds) for mainstreaming the visually impaired are provided. In the final three chapters, the roles of parents and teachers are examined and ways of locating resource help (including specialists and parent organizations) are suggested. (CL)

ED148034 EC103059
Developing Individualized Educational Plans for the Severely Handicapped: A Systems Approach.
McCormack, James E.
Seaside Education Associates, Gloucester, Mass.
77 23p.; For further information contact Special Projects, Massachusetts Department of Education, 31 St. James Avenue, Boston, Massachusetts ; Not available in hard copy due to print quality of original; For related documents, see EC 103 058-060 ; Document originally prepared at the now defunct Mass Center, Medford, Massachusetts
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
The author provides a systems approach to the individualized educational plan (IEP) process which provides the information necessary to meet the program planning, implementation, and review elements required by P.L. 94-142 (Education for All Handicapped Children Act), while encouraging the development of interdisciplinary cooperation and coordination necessary to meet the needs of the severely handicapped. Sections address the following components: assessment (including evaluation in such areas as activities of daily living); the educational plan (a sample plan is given); formulation of prioritized goal areas (which involves identifying appropriate service deliverers, identifying objectives affecting multiple skills/activities; determining support skills, and identifying support elements and equipment); and alternative uses of service plan information. (SBH)

ED146739 EC102860
Mainstreaming: 1977 Topical Bibliography.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
77 24p.; Exceptional Child Education Resources Topical Bibliography Series
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00, No. 710)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The annotated bibliography includes approximately 95 citations (1973-1976) on mainstreaming exceptional students. It is reported that the information was gathered from volume eight of Exceptional Child Education Resources. Entries are arranged according to accession number and usually include information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract. (CL)

ED143150 EC101372
Mainstreaming Through Peer Assisted Learning.
Laycock, Virginia K.; Schwartzberg, Irise M.
76 15p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Reviewed is the practice of using children to teach other children; and described is an organized approach, Peer Assisted Learning, designed to assist the regular class placement of mildly handicapped students through peer involvement. Outlined are such steps as recruiting participants, delineating responsibilities, tutor training, implementation of the program, and evaluation. It is noted that this program can benefit gifted as well as handicapped students. (IM)

ED142769 08 CE011781
Mainstreaming the Handicapped in Vocational Education. Developing a General Understanding.
Weisgerber, Robert
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
77 93p.; For related documents see CE 011 759-761, CE 011 778-781, and CE 011 868
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007500391
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators working at the secondary level, and focuses on (1) acquainting vocational educators with the ethical and legal rights of the handicapped to vocational education services (section 1), (2) familiarizing vocational educators with particular handicapping conditions, including terminology, variations in severity, and differing capabilities of handicapped students (section 2), (3) acquainting vocational educators with the components (planning, instructional design, and evaluation) of vocational education programs for the handicapped and providing illustrations from existing mainstreaming efforts for the various handicapped categories being considered (sections 3 and 4), and (4) acquainting vocational educators with resource and referral agencies and various publications available to aid them in the instruction of handicapped students (covered in the resource section). A final assessment section provides questions to serve as a check of general understanding of instructional considerations in teaching the handicapped. (Author/HD)

ED142768 08 CE011780
Mainstreaming the Handicapped in Vocational Education. Developing a Positive Attitude.
Bond, Richard; Weisgerber, Robert
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
77 41p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007500391
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module focuses on understanding attitudes and feelings involved in teaching handicapped students and on exploring ways of developing a climate of positive attitudes to support instruction of handicapped students in regular classrooms. Specifically, the purposes are (1) to understand something about attitudes and how they affect learning and other behaviors, (2) to understand the bases for attitudes which can affect success in teaching handicapped students in regular (mainstream) classes, (3) to develop practical living skills in solving problems which involve attitudes and feelings that can affect success in teaching handicapped students in regular (mainstream) classes. Information is presented in a question and answer format, with key questions underlined and with key answers set off in boxes. Exercises, comments, and examples have been integrated into the instructions to help the user organize and consolidate information which has just been presented. An assessment section is included to help the user demonstrate his/her ability to apply the information in practical ways. (Author/HD)

ED142767 08 CE011779
Mainstreaming the Handicapped in Vocational Education. Serving the Mentally Retarded.
Smith, Claudette
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
77 69p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007500391
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, dealing primarily with the educable mentally retarded (EMR), is designed to (1) explain what mental retardation is and to explore the range of vocational capabilities of the mentally retarded student, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the retarded student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the mentally retarded. Important points in setting up an individualized instructional program for mentally handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module, and to apply the principles discussed to his or her own teaching situation. (Author/HD)

ED142766 08 CE011778
Mainstreaming the Handicapped in Vocational Education. Serving the Visually Handicapped.
Dillman, Caroline M.; Maloney, Patricia
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
77 65p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007500391
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended for inservice training of vocational educators (including administrators, coordinators, counselors, and preservice trainees) working at the secondary level and focuses on developing a general understanding of the goals, components, and approaches used in regular vocational education programs involving the legally blind and partially seeing. Specifically, the purposes are (1) to familiarize vocational educators with particular handicapping conditions of the legally blind and partially seeing including terminology, variations in severity, and differing capabilities of these students (section 1), (2) to outline and discuss plans for individualizing instruction so that it will meet the needs of visually handicapped students and will simplify the educator's task in teaching these students (sections 2 and 3), and (3) to provide vocational educators with resource and referral agencies (State, Federal, private, and nonprofit) and with various publications that can aid them in dealing with visually handicapped students (covered in a separate Resources Section). (Author/HD)

ED142749 08 CE011761

Mainstreaming the Handicapped in Vocational Education. Serving the Communication Impaired.

Maloney, Patricia; Weisgerber, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

77 61p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007500391

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in teaching handicapped students in regular education settings, this module, concerned with communication impaired students (those who are deaf or hard of hearing and those who have speech impairments), is designed to (1) explain the meaning of a communication handicap--what it is, what the range of severity is, and how it affects the student's vocational performance, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the student with a communication handicap. Important points in setting up an individualized instructional program are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation. (Author/HD)

ED142748 08 CE011760

Mainstreaming the Handicapped in Vocational Education. Serving the Orthopedically Handicapped.

Weisgerber, Robert

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

77 53p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868

Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Grant No.: G007500391

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or who will be serving the handicapped in regular vocational education settings, this module, concerned with the orthopedically handicapped student and with the health impaired student, is designed to (1) explain what orthopedically handicapped means and to explore the range of vocational capabilities of the orthopedically handicapped student and the ways in which the vocational educator can help these students develop their full vocational potential, (2) present the vocational educator with guidelines for establishing and carrying out a plan of individualized instruction for the orthopedically handicapped student, and (3) provide listings of resource agencies and further readings to assist the vocational educator who is working with the orthopedically handicapped. Important points in setting up an individualized instructional program for orthopedically handicapped students are considered and suggestions are made for modifying existing programs to overcome problems. Two final sections cover (1) bibliographic sources and resource agencies and persons to contact for assistance, and (2) a set of problems/questions designed to enable the vocational educator to check his or her understanding of the ideas presented in the module and to apply the principles discussed to his or her own teaching situation. (Author/HD)

ED142747 08 CE011759
Mainstreaming the Handicapped in Vocational Education. Developing a Plan for Action.
Weisgerber, Robert
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
77 23p.; For related documents see CE 011 759-761, CE 778-781, and CE 011 868
Sponsoring Agency: Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Grant No.: G007500391
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
One of a series of seven modules developed to improve the knowledge and skills of vocational educators who are or will become involved in the instruction of handicapped students in regular (mainstream) classes, this module is intended as a practical tool useful for instructing one or more handicapped students, along with nonhandicapped students, in regular vocational classes. (The module is meant to be used after the study of related modules in this series, which cover developing a general understanding, developing a positive attitude, serving the orthopedically handicapped, serving the mentally retarded, serving the visually handicapped, and serving the communication impaired.) In completing this plan for action, the author notes that it is assumed that the educator either has a particular student in mind, or has access to an information file that would be sufficient for making reasonable inferences and judgments about student needs and abilities. Each page of this module represents a step in the process; either in the planning of instruction, carrying out the instructional plan, or evaluating the outcomes of instruction. Key elements involved in each step are listed, and space is provided for write-in entries that fit the specific situation and student(s) involved. At the bottom of each page, room has been provided for comments by administrators, workshop coordinators, or professors engaged in preservice or inservice training. (Autnor/HD)

ED141643 CE012035
Vocational Programs in Indiana for the Disadvantaged and Handicapped. Technical Report Series, 2.
Eigeman, Elaine G., Ed.
Indiana Univ., Bloomington. Dept. of Vocational Education.
Apr 77 64p.; Report was prepared by the Research Dissemination Service of Indiana University
Sponsoring Agency: Indiana Research Coordinating Unit, Indianapolis.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Fifty-six current Indiana vocational programs for the disadvantaged and handicapped are abstracted and summarized for use by State and national educators and administrators. Each abstract contains the project title and number, the developing county and school's name and address, the name of the contact person, total budget costs, type of program format, number of participants and grade level, and the number of the page which contains the project summary. The project summaries then present the objectives and describe more fully the participants and the format. Summaries are organized according to six types of program format: The mainstreaming approach, the extended experience approach, the separate classes approach for special needs students, career orientation, audiovisual and instructional materials development, and placement and followup services. An index lists all abstract numbers by their location in county and city and by their school or corporation name. (BM)

ED140540 EC101152
Mainstreaming the Visually Impaired Child.
Calovini, Gloria, Ed.
Illinois State Office of Education, Springfield.
43p.; Two report forms on pages 36 and 37 may be marginally legible due to small print of original document
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: OEG-3-6-062679-1564
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Intended for school administrators and regular classroom teachers, the document presents guidelines for working with visually impaired students being integrated into regular classes. Included is a description of the special education program in Illinois. Sections cover the following topics: identification and referral of visually impaired students; characteristics of the visually impaired; guidelines for the teacher, such as classroom arrangement and management; educational materials and equipment; social behavior and mannerisms; daily living skills; and the contributions of school personnel serving the visually impaired. Appended are a listing of additional references and the addresses of private and public agencies in Illinois serving the visually handicapped. (IM)

ED139230 EC100805
Mainstreaming from Plan to Program: From the Perspective of the Regular Classroom Teacher.
Battaglia, Marguerite
Apr 77 11p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); See EC 100 803 and EC 100 804 for further information
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
A regular classroom teacher describes a mainstreaming program for handicapped children within an open space and team teaching situation. Described are ways that placement procedures, the use of learning centers, and teacher attitudes can facilitate successful mainstreaming. Examples are given of methods of monitoring student progress and of flexible groupings within the large group. (DB)

ED139229 EC100804
Mainstreaming from Plan to Program: The Speech and Language Component of a Mainstream Program.
Battle, Dolores E.
Apr 77 17p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); See EC 100 803 and EC 100 805 for related information
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
The importance of language training for young handicapped children is stressed, and the speech and language component of a mainstream program is described. Language is defined as the interrelation of cognitive perceptual organization, non-linguistic experiences, and linguistic experiences. Outlined are the various language programs used in the College Learning Laboratory Mainstream Language Program at the State University College at Buffalo, New York. Outlined are procedures for identification of children for mainstreaming, assessment (with comments on specific tests), on-going assessment, and intervention which includes auditory skill development, verbal expression development, and conceptual and abstract thinking development. (DB)

ED139228 EC100803
Mainstreaming from Plan to Program: From the Perspective of the Mainstream Coordinator. Rationale for Mainstreaming.
Johnson, Florence
Apr 77 16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977); See EC 100 804 and EC 100 805 for related information
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Described is the mainstreaming program at the College Learning Laboratory (at the State University College at Buffalo, New York) to further the temporal, social, and instructional integration of elementary grade mentally handicapped children with normal peers. Discussed are these three components of mainstreaming, requirements for successful mainstreaming (such as a diagnostic prescriptive approach to individualized programing), instructional management, and the importance of providing support services to the handicapped child without his leaving the regular class. Criteria are given for selecting handicapped students for the mainstream program and include ability to work on tasks independently, ability to get along with classmates, and academic achievement adequate for inclusion in some regular instructional groups. Also noted are other program components such as the provision of transitional services to foster acceptance by nonhandicapped peers. (DB)

ED139217 EC100792
Variables Affecting Delivery of Exceptional Child Services to Rural Areas and Suggested Educational Approaches.
Frith, Greg
Apr 77 12p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Discussed are such variables affecting delivery of services to exceptional children in rural areas as incidence of handicapping conditions, family size, transportation, and communication; and recommended are such educational approaches to the problem as personnel recruitment, parent involvement, mainstreaming, and multi-system cooperation. (IM)

ED139210 EC100785
Personnel Training to Facilitate Mainstreaming: The Educational Resource Centers Model.
Warrick, Diane Berreth
Apr 77 11p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Discussed is the development of the Educational Resources Center Model, a mainstreamed support services program for mildly handicapped (emotionally handicapped, physically handicapped, educable mentally retarded, or severely learning disabled) children in Jackson County, Oregon. Explained are the model's six components: a mainstreaming orientation, individualized instruction, observation of each student for behavior analysis, daily monitoring, daily progress records, and a cross categorical approach. Based on students' academic progress and responses of teachers to questionnaires, the model is seen to be successful. (SBH)

ED136902 PS009019
Teaching the Special Child in Regular Classrooms.
Klein, Jenni
ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Office of Child Development (DHEW), Washington, D.C.
Feb 77 77p.; Paper contains an ERIC Abstract Bibliography
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennnsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 158, $2.75)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
This document includes a paper and a bibliography of ERIC abstracts on teaching the special child in mainstreamed classrooms. The paper presents five basic assumptions related to the teaching of young handicapped children, discusses principles of teaching special children which may be helpful to teachers working in mainstreamed classrooms, and looks briefly at the unresolved questions associated with teaching special children. The principles of teaching young handicapped children are based on the assumptions that: (1) the handicapped child has the same basic needs as all children; (2) handicapping conditions involve the whole child, not just the affected organ, limb or function; (3) handicapped children are individuals; (4) a handicap cannot be overlooked; and (5) handicapped children are entitled to equal opportunities to learn and develop. Teaching young handicapped children requires special knowledge and understanding, active intervention on behalf of the child, and orchestration of the many facets of a total program. The problems of mainstreaming, labeling, age of enrollment, and readiness are discussed. The selected ERIC bibliography on mainstreaming handicapped children includes resumes from "Resources in Education" (RIE), October 1976 through January 1977, and citations from "Current Index to Journals in Education" (CIJE), September 1976 through January 1977. (SB)

ED136539 EC100267
The Chapel Hill Model for Training Head Start Personnel in Mainstreaming Handicapped Children.
Sanford, Ann; And Others
Chapel Hill Training-Outreach Project, N.C.
74 247p.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.
Available from: Kaplan School Supply Corporation, 600 Jonestown Road, Winston-Salem, North Carolina 27103 ($5.00)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Presented is the final report of the Chapel Hill Project, a demonstration model designed to provide services to the Head Start Program for handicapped preschool children in Johnston County, North Carolina. Such services as screening, assessment, establishment of a resource center, development of intake services and individual educational programs, parent programs, staff training, placement and follow-through programs, and dissemination and demonstration of teaching methodology and curriculum are noted objectives of the project. Sections cover the following service areas: staff training (pre-service and in-service), resource services, training Program WIN (Work Incentive Now) mothers, and the remedial language program. Appended material includes a behavioral checklist and other evaluation forms, classroom organization and scheduling guidelines, sample lesson plans, and worksheets. (IM)

ED134677 CE008409
A Curriculum Guide for Industrial Arts Activities for Children with Emotional Problems.
Williams, Michael J.; And Others
Central Connecticut State Coll., New Britain.
Jun 76 79p.; Curriculum Guide developed by the Division of Technology of Central Connecticut State College
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
The course guide contained in this document was developed to provide industrial arts instructors with some understanding of emotional disturbances and remedial objectives which can be stressed with mainstreamed emotionally disturbed children through industrial arts activities. Major discussion centers on (1) laws, legislation, and regulations concerning special education; (2) the special child and his emotions; (3) teaching techniques at Wells Street School (Connecticut); (4) rehabilitation goals through industrial arts; (5) defense mechanisms of emotionally disturbed children; (6) an example of a pretest to allow the instructors to gain an understanding of the students and their knowledge levels; (7) project development, including description of the project method of assembly, tools and materials required, preparation, behavioral and remedial objectives, and diagrams; (8) tools and supply list; and (9) critique of the mainstreaming program at Wells Street School. A bibliography is appended. (TA)

ED132748 EC091957
The Resource Center Program (A Model for Mainstreaming and Serving Children with Special Needs).
Feudo, Rudy A.
Aug 76 267p.; Maxi II Practicum, Nova University
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Described is a pilot resource center program for mainstreaming and serving 123 special needs children (ages 3-21) as mandated in Chapter 766 (Massachusetts Special Education Law). The resource center program is explained in the first section as a service, as a success center, as an in-house team, as a beneficial program, and as a special service program. Provided are an overview of the plan development and early designs of the program in section 2. Discussed in section 3 are a time study plan of program implementation, systemwide sharing of special study needs and problems, and inservice retraining workshops for regular teachers. Described in section 4 are implementation procedures and strategies for 10 principal goals and objectives such as identification and referral, individual prescriptions, and mainstreaming and integration. An ongoing formative evaluation with questions and answers is discussed in section 5. Next, in section 6, the staff inservice retraining program is illustrated by an outline of the program and a copy of the inservice retraining evaluation survey. Answered in section 7 are questions concerning each restated program objective, and included are evaluation forms administered to resource teachers/aides, ancillary staff, administrators, transportation personnel, parents of resource children, parents of regular program children, and regular classroom teachers. Presented in section 8 is an analysis of each of the evaluation forms provided in section 7. Given in section 9 are a product evaluation checklist and 19 appendixes including the Massachusetts Special Education Act-Chapter 766, an educational plan, and an evaluation request form. (PT)

ED132643 95 EA008808
Facilities for Mainstreaming the Handicapped. Educational Facilities Digest 13.
Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Jan 77 9p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: OEC-0-8-080353-3514
Available from: Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 ($1.50, quantity discounts, payment must accompany orders)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Recent court decisions have established the right of handicapped students to public education. Planning or improving school facilities to meet the needs of the handicapped in the least restrictive manner are topics covered in 13 entries in an annotated bibliography and six citations in a supplementary bibliography. All entries are from the ERIC system. (MLF)

ED127770 EC091004
Program for Hearing Impaired Adolescents: Secondary School Phase. Maxi II Practicum Report.
Lynch, Edward J.
Nova Univ., Fort Lauderdale, Fla.
May 76 248p.; Maxi II Practicum Report, Nova University
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Described in the practicum report is the design, implementation, and evaluation of the first comprehensive high school program for five hearing impaired adolescents in Southeastern Massachusetts. Sections focus on the following topics: the Southeastern region's need for a high school hearing impaired program, the impact of the state invitation to develop such a program, the follow through of local and regional acceptance and program design, the Taunton High School program, program evaluation, and program cost efficiency. It is reported that the program has resulted in the specification and accomplishment of such goals as mainstreaming each handicapped student, whenever possible, into regular school and classroom activities. Noted is the active participation of enrolled students, their parents, their resource teacher, and their building administrator in a critique of program effectiveness. Stressed is the linkage relationship of the program with a preschool program serving hearing impaired children within the region. It is concluded that multi-faceted evaluation has determined the program to be a productive and cost efficient operation which is to be continued and expanded. The major portion of the document consists of appendixes such as the text of the state department invitation, guidelines for programs serving the hard of hearing, staff job descriptions, an outline of the program of studies at the high school, and a survey form. (DB)

ED127746 EC090974
Mainstreaming Training Systems, Materials, and Resources: A Working List. Third Edition.
Peterson, Reece L.
Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
Aug 76 28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Provided is a working list of 23 training systems, materials, and resources on mainstreaming identified by the Leadership Training Institute/Special Education. Each one-page entry usually includes such information as purpose, a brief description, contact person(s), address and phone number, and an additional description. Covered are resources with the following titles: "All Together Now--Presentations from the CEC (Council for Exceptional Children) Invisible College on Mainstreaming"; "Competencies for Teaching--Teacher Education, Individual Instruction, Classroom Instruction, and Therapeutic Instruction"; "Computer Assisted Renewal Education (CARE)"; "Council for Exceptional Children Information Center"; "Directory of Training Materials from the Center for Innovation in Teaching the Handicapped"; "Exceptional Teaching: Fundamentals, Operations, Resources, Environment (FORE)"; "The Handicapped Child in the Regular Classroom"; "Individualized Learning Materials (ILM) for Teachers, Supervisors, Principals, and Central Staff"; "Leadership Training Institute/Special Education"; "Learning Opportunities for Teachers"; "Let's Series Modules Preparing Regular Educators for Mainstreaming (PREM)"; "The Lexington Teacher Training Project"; "National Center for Educational Media and Materials for the Handicapped"; "National Instructional Materials Information System (NIMIS)"; "The Preparation of Regular Classroom Teachers to Work with Students with Special Learning Problems--A Preservice Training Project"; "The Principals Training Program (PTP); Public Law 94-142"; "Special Education Administration Simulation in Monroe City (SEASIM)"; "Special Education Administrators Simulation (SEASIM) for Rural/Sparsely Populated Areas"; "Special Education Administrators Training Project (SEATP)"; "The Teacher Training Program (TTP)"; and "Upset in Polymer--An Experience in Mainstreaming". (SB)

ED127745 EC090973
Mainstreaming: A Working Bibliography. Second Edition.
Peterson, Reece L.
Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
Aug 76 35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Presented is a bibliography on mainstreaming of handicapped children with over 500 citations. Entries are listed in alphabetical order by author and usually include such information as title, source, publication date, and page numbers. Also provided is an index which lists authors included in the bibliography under the following topics: administration, art, attitudes/behavior/social acceptance/achievement, background/history/general, dated March 1976 and later, dated 1968 and earlier, efficacy of placement, elementary, emotionally disturbed/behavior problems, hearing impaired, labels/labeling, learning disability, literature, mentally retarded, parents, physical education, physically handicapped, placement/class management/individualized instruction, policy/laws/courts, preschool, project reports/models, resource rooms, secondary, social studies, speech handicapped, teacher associations/unions, trainable mentally retarded, training systems/models, visually impaired, and vocational. (SB)

ED117890 EC081208
Strategies and Techniques for Mainstreaming: A Resource Room Handbook.
Lott, Leroy A., Jr.; And Others
Monroe County Intermediate School District, Mich.
Oct 75 249p.
Available from: Leroy Lott, Supervisor for Special Education Programs, Monroe County Intermediate School District, 1101 S. Raisinville Road, Monroe, Michigan 48161 ($12.50)
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Presented for regular classroom teachers, resource room teachers, and teacher consultants is a handbook of strategies and techniques for mainstreaming educable mentally impaired, emotionally impaired, and learning disabled students into regular classrooms. Twelve chapters cover the following topics: resource room models, personnel, staff relations, the physical layout and equipment, diagnosis (including informal tests of specific subjects and perceptual skills), teacher interview techniques, elementary and secondary consultations, educational contracts (including behavioral contracts and alternative grading systems), individualizing instruction (prescriptive teaching, selecting appropriate materials and modifying curriculum), inservice, alternatives to resource room placement, and program evaluation. (LS)

ED111125 EC073417
Resource Room Approach to Mainstreaming: Supplemental Manual of Representative Materials.
Rainear, Arthur D., Comp.
Educational Improvement Center, Pitman, N.J.
174p.; For related information, see EC 073 414-416
EDRS Price MF-$0.76 HC-$8.24 Plus Postage
Described in the supplemental manual are representative materials developed in New Jersey for use by educational planners when setting up resource room programs to mainstream handicapped children. Suggested materials are grouped within eight color-coded sections that cover the following topics: public relations and communications; staff and facilities; assessment and reporting; schedules, prescriptions, and instruction; curriculum and materials; program evaluation; case studies about mainstreaming educable mentally retarded children; and controversial issues in mainstreaming. (LH)

ED111124 88 EC073416
Resource Room Approach to Mainstreaming; Learning Center: Integrated Alternative to Special Education. Implementation Manual.
Rainear, Arthur D.; McCool, John
Educational Improvement Center, Pitman, N.J.; Winslow Township Public Schools, Blue Anchor, N.J.
74 97p.; For related information, see EC 073 414-417
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.
EDRS Price MF-$0.76 HC-$4.43 Plus Postage
The manual explains how to plan, implement, and evaluate an alternative learning resource center approach to mainstreaming for elementary school students classified as educable mentally retarded, perceptually impaired, or neurologically impaired. (It is noted that a 3-year learning center demonstration project, funded under Title III, was developed to serve 58 handicapped students attending the Winslow Township, New Jersey public schools.) Summarized in chart form is the Program Evaluation and Review Technique (PERT) for identifying and implementing steps in developing a learning center program. Individual chapters are devoted to three major components: paving the way (including needs assessment and development of program acceptance); program planning and development (including goals, facilities, policies, and services); and program implementation and operation (including activities, screening and referral, and evaluation). Five appendixes include a statement of New Jersey's mainstream philosophy, guidelines for a resource room program, and a sample resource room observation form. (LH)

ED111123 EC073415
Resource Room Approach to Mainstreaming: Survey of Program Planning.
Donohue, Gregory; Rainear, Arthur D.
Educational Improvement Center, Pitman, N.J.
20p.; For related information, see EC 073 414-417
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
Surveyed were the program planning processes employed by 40 New Jersey schools in establishing resource rooms as alternatives to self-contained special classes for handicapped children. Responses to questionnaire items indicated that a majority of the schools surveyed did not formally evaluate their previous self-contained program to determine its efficacy, that change to a resource room model was usually suggested by a child study team, that regular and special class teachers had little input in developing the resource room model in their school, and that no set pattern for resource room planning was evidenced. (LH)

ED111122 EC073414
Resource Room Approach to Mainstreaming: Survey of the Literature.
Donohue, Gregory, Comp.; Rainear, Arthur D., Comp.
Educational Improvement Center, Pitman, N.J.
25p.; For related information, see EC 073 415-417
EDRS Price MF-$0.76 HC-$1.58 Plus Postage
The manual contains a survey of literature on the resource room approach to mainstreaming for educable mentally retarded children. Intended to facilitate educational planning in New Jersey, the manual reviews research on such topics as the historical development of special education services; admissions procedures; the impact of judicial decisions that reflect changing attitudes toward special education programing; and mainstreaming issues, including the efficacy of special class placement and the effects of labeling. The inconclusive nature of research findings concerning special placement is discussed, and the resource room as an alternative instructional model is explained. (LH)